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ABSTRACT

The highlights of South Carolina's Statewide Testing Program, Fall, 1975 are summarized. Chapter one provides an overview of the report including the program's historical origins and changes that have occurred over the past five years as well as a delineation of the program's major objectives. Chapter two is concerned with ways in which the performance scores can be utilized, ways in which the individual achievement data can be utilized at the classroom and school levels, and the ways in which the aggregated achievement and attitude data can be utilized at the school, dis-rict, and state levels. Chapter three consists of four sections related to the methodology employed in conducting the project. Chapter four presents the performance of students in grades four, seven, and eleven on the Comprehensive Tests of Basic Skills (CTBS). Chapter five presents the most interesting results of grade eleven students on the Student Survey and Attitude Inventory. The appendices contains CTBS summary of results for South Carolina and an annotated copy of the South Carolina Student Survey and Attitude Inventory, Form B. (RC)

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# General Report

# Fall, 1975
# South Carolina
# Statewide Testing Program

Volume 1, Number 21 March 1976

**SOUTH CAROLINA DEPARTMENT OF EDUCATION**
**Cyril B. Busbee, State Superintendent**
Columbia, South Carolina 29201

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# SOUTH CAROLINA STATEWIDE TESTING PROGRAM

# GENERAL REPORT

# FALL, 1975

Division of Administration and Planning
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March, 1976

THE OFFICE OF RESEARCH REPORT SERIES

# SOUTH CAROLINA STATEWIDE TESTING PROGRAM

## GENERAL REPORT

## FALL, 1975

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## DEDICATION

This report is dedicated to the memory of Mr. John Saunders who served as Chief Supervisor of the Educational Assessment Section, Office of Research, from September 4, 1973 until his death on February 25, 1976. Mr. Saunders had a sincere interest in improving the educational opportunities for the children of South Carolina and believed that the Statewide Testing Program was a means through which this could be accomplished. Much of his time and energy was expended in the successful coordination of the testing program.

Those of us who knew and worked with him have experienced a great personal and professional loss in his death.

ACKNOWLEDGEMENTS

The Educational Assessment Section of the Office of Research is responsible for coordinating the South Carolina Statewide Testing Program and publishing its results. John Suber and John Saunders supervised pretest and posttest workshop preparation, inventory of materials, and district participation. John Warren of CTB/McGraw-Hill provided valuable assistance in all phases of this project.

The authors would like to extend their appreciation to those people who contributed to the writing of this report. First, we would like to thank Paul Sandifer and John Suber for their instructive reviews of the text. Second, we would especially like to thank Pat Kozuch and Stephanie Wilson for their persistent effort in typing this report. Third, we would like to thank Trisha Bockus for her assistance in all phases of the report preparation. Finally, we would like to thank those outside of the Office of Research who helped in the production of the report: Melinda Moren and Linda Neely of Education Products Center, Diane Couch of Planning, and Willie Newton and Mary Williams of the Print Shop.

TABLE OF CONTENTS


Page

Acknowledgements . . . . . vii

List of Tables . . . . . xii

List of Figures . . . . . xiv

Chapter 1: A PERSPECTIVE ON THE SOUTH CAROLINA STATEWIDE TESTING PROGRAM . . . . . 1

I. Overview of This Report . . . . . 1

II. A Brief History of the Statewide Testing Program . . . . . 3

A. Origin of the Statewide Testing Program . . . . . 4
B. Objectives of the Statewide Testing Program . . . . . 5
C. Major Changes in the Statewide Testing Program . . . . . 6
D. Important Developments in the Statewide Testing Program . . . . . 8
E. Purpose of the Statewide Testing Program . . . . . 9

III. Conclusions . . . . . 10

Chapter 2: UTILIZATION OF INDIVIDUAL AND GROUP DATA . . . . . 15

I. Description of Scores . . . . . 16

II. Utilization of Individual Data . . . . . 19

III. Utilization of Group Data . . . . . 19

A. Utilization of Group Achievement Data . . . . . 20
B. Utilization of Group Survey and Attitude Data . . . . . 22

TABLE OF CONTENTS (Continued)


Page

Chapter 3: METHODOLOGY

I. Administration of the Statewide Testing Program . . 25

II. Instrumentation . . . . . 26

A. Rationale of Instruments Utilized in the Statewide Testing Program . . . . . 26
B. Description of the Instruments . . . . . 29

III. Student and District Participation . . . . . 32

IV. Data Processing and Analysis . . . . . 37

Chapter 4: PERFORMANCE OF STUDENTS IN GRADES 4, 7, AND 11 ON BASIC SKILLS . . . . . 39

I. Distribution of Students in Grades 4, 7, and 11 . . 39

II. Comparison of Student Performance in South Carolina to Student Performance in the Nation . . . 41

A. Comparison of Student Performance in South Carolina to Student Performance in the Nation, Grade 4 . . . . . 43
B. Comparison of Student Performance in South Carolina to Student Performance in the Nation, Grade 7 . . . . . 48
C. Comparison of Student Performance in South Carolina to Student Performance in the Nation, Grade 11 . . . . . 51

III. Performance of Students in Grade 11 Over Time . . . 54

IV. Performance of Title I and Non-Title I Students in Grades 4 and 7 . . . . . 56

A. Performance of Title I Students in Grade 4 . . 57
B. Performance of Non-Title I Students in Grade 4 . . . . . 58
C. Performance of Title I Students in Grade 7 . . 58
D. Performance of Non-Title I Students in Grade 7 . . . . . 59

TABLE OF CONTENTS (Continued)

Page

Chapter 5: PERFORMANCE OF STUDENTS IN GRADE 11 ON THE STUDENT SURVEY AND ATTITUDE INVENTORY . . . . . 61

I. Student Survey Results . . . . . 61

II. Student Attitude Results . . . . . 67

Appendix A: Comprehensive Tests of Basic Skills Summary of Results for South Carolina

Appendix B: Annotated Copy of the South Carolina Student Survey and Attitude Inventory, Form E

Bibliography

LIST OF TABLES


| Table | | Page |
|---|---|---|
| 1.1 | CTBS TEST LEVELS USED IN SOUTH CAROLINA, GRADES 7 AND 9, IN COMPARISON TO THOSE NORMALLY USED IN NATION | 8 |
| 3.1 | DETAILED MODEL OF PSYCHOSOCIAL MATURITY | 33 |
| 3.2 | NUMBER AND PERCENTAGE OF STUDENTS IN THE ACCESSIBLE POPULATION BY GRADE | 36 |
| 3.3 | NUMBER AND PERCENTAGE OF STUDENTS TESTED BY GRADE | 36 |
| 4.1 | SOUTH CAROLINA MEDIAN GRADE EQUIVALENTS BY YEAR, ALL STUDENTS, GRADE 4 | 43 |
| 4.2 | PERCENTAGES OF SOUTH CAROLINA STUDENTS IN EACH QUARTER OF THE NATIONAL QUARTILE DISTRIBUTION, ALL STUDENTS, GRADE 4 | 44 |
| 4.3 | SOUTH CAROLINA VERSUS NATIONAL ITEM PERCENTAGES CORRECT FOR EACH SUBSKILL AREA, ALL STUDENTS, GRADE 4 | 45 |
| 4.4 | OBTAINED AND ANTICIPATED MEDIAN GRADE EQUIVALENTS, GRADE 4 | 47 |
| 4.5 | SOUTH CAROLINA MEDIAN GRADE EQUIVALENTS BY YEAR, ALL STUDENTS, GRADE 7 | 48 |
| 4.6 | PERCENTAGES OF SOUTH CAROLINA STUDENTS IN EACH QUARTER OF THE NATIONAL QUARTILE DISTRIBUTION, ALL STUDENTS, GRADE 7 | 49 |
| 4.7 | SOUTH CAROLINA VERSUS NATIONAL ITEM PERCENTAGES CORRECT FOR EACH SUBSKILL AREA, ALL STUDENTS, GRADE 7 | 50 |
| 4.8 | SOUTH CAROLINA MEDIAN GRADE EQUIVALENTS BY YEAR, ALL STUDENTS, GRADE 11 SAMPLE | 51 |
| 4.9 | PERCENTAGES OF SOUTH CAROLINA STUDENTS IN EACH QUARTER OF THE NATIONAL QUARTILE DISTRIBUTION, GRADE 11 | 52 |
| 4.10 | SOUTH CAROLINA VERSUS NATIONAL ITEM PERCENTAGES CORRECT FOR EACH SUBSKILL AREA, GRADE 11 | 53 |
| 4.11 | COMPARISON OF 1973-74 GRADE 9 RESULTS WITH 1975-76 GRADE 11 RESULTS | 55 |
| 4.12 | PERCENTAGES OF STUDENTS IN EACH QUARTER OF THE NATIONAL DISTRIBUTION FOR BATTERY TOTAL, ALL STUDENTS, AND TITLE I STUDENTS, GRADE 4 | 57 |

LIST OF TABLES (Continued)


| Table | | Page |
|---|---|---|
| 4.13 | PERCENTAGES OF STUDENTS IN EACH QUARTER OF THE NATIONAL DISTRIBUTION FOR BATTERY TOTAL, ALL STUDENTS AND NON-TITLE I STUDENTS, GRADE 4 | 58 |
| 4.14 | PERCENTAGES OF STUDENTS IN EACH QUARTER OF THE NATIONAL DISTRIBUTION FOR BATTERY TOTAL, ALL STUDENTS AND TITLE I STUDENTS, GRADE 7 | 59 |
| 4.15 | PERCENTAGES OF STUDENTS IN EACH QUARTER OF THE NATIONAL DISTRIBUTION FOR BATTERY TOTAL, ALL STUDENTS AND NON-TITLE I STUDENTS, GRADE 7 | 60 |
| 5.1 | SURVEY RESULTS FOR SEX, GRADE 11 | 61 |
| 5.2 | SURVEY RESULTS FOR RACE, GRADE 11 | 62 |
| 5.3 | SURVEY RESULTS FOR TYPE OF CURRICULUM, GRADE 11 | 63 |
| 5.4 | SURVEY RESULTS FOR GRADE POINT AVERAGE, GRADE 11 | 63 |
| 5.5 | SUBSCALE AND SCALE MEANS FOR 1974-75 AND 1975-76, GRADE 11 | 70 |

## LIST OF FIGURES


| Figure | | Page |
|---|---|---|
| 4.1 | DISTRIBUTION OF THE STUDENTS IN GRADES 4, 7, AND 11 BASED ON THE BATTERY TOTAL SCORE (CTBS) . . . . . | 40 |

## Chapter 1
## A PERSPECTIVE ON THE SOUTH CAROLINA STATEWIDE TESTING PROGRAM

The primary purpose of this report is to summarize the highlights of the South Carolina Statewide Testing Program, Fall, 1975. Selected aspects of the data have been analyzed and recommendations made based upon this analysis. An overview of each chapter and appendix of the report is given in the first section. A brief history of the testing program, which includes background information, objectives of the program, and changes and developments in the program is given in the second section.

### I. Overview of This Report

Chapter 1: A Perspective on the South Carolina Statewide Testing Program. This chapter begins with an overview of the report. The historical origins of the Statewide Testing Program are then discussed with major changes that have occurred over the past five years and the major objectives of the program delineated. Conclusions supported with results of the program are presented in the closing section.

Chapter 2: Utilization of Individual and Group Data. The first section of this chapter is concerned with ways in which the various performance scores can be utilized. The second section is concerned with the ways in which the individual achievement data can be utilized at the classroom and school levels. The third section is concerned with ways in which the aggregated achievement and attitude data can be utilized at the school, district, and state levels.

Chapter 3: Methodology. This chapter consists of four sections

related to the methodology employed in conducting this project. The first section summarizes how the testing program is coordinated and administered. The second section gives the rationale for utilization of the instruments in the Statewide Testing Program and a description of each instrument. Students and district participation and the sampling procedures are described in the third section. The chapter concludes with a summary of data processing and analysis procedures.

Chapter 4: Performance of Students in Grades 4, 7, and 11 on Basic Skills. The discussion in this chapter is centered primarily on the results of the Comprehensive Tests of Basic Skills. In the first section, the distribution of students in each of grades 4, 7, and 11 based on the total battery score is discussed. The next section is concerned with the performance of South Carolina students in grades 4, 7, and 11 in relation to the performance of their national counterparts. At each grade level the results are discussed in terms of medians, quartile results, and the right response analysis. In the third section, longitudinal aspects of the data are discussed. This year's eleventh graders were ninth graders in 1973; therefore, it is possible to compare the performance of these students in 1975 to their performance in 1973. The chapter concludes with a discussion of the performance of Title I and non-Title I students in grades 4 and 7. This discussion, based on quartile results, is directed toward change over time.

Chapter 5: Performance of Students in Grade 11 on the Student Survey and Attitude Inventory. This chapter is divided into two major sections: Survey Results and Attitude Results. Only the most interesting of the survey results are reported. The attitude results are compared with

last year's to illustrate change that has occurred.

Appendix A: Comprehensive Tests of Basic Skills Results Summary for South Carolina. Appendix A is intended to be a readily accessible summary of the Comprehensive Tests of Basic Skills results by grade at the state level. The first table presents by grade and student classification the percentages of South Carolina students in each quarter of the national normative distribution for each of the six skill areas for the years 1973-74, 1974-75, and 1975-76. The second table presents by grade and student classification the South Carolina medians, means, and sample sizes for reading, total, language total, mathematics total, and battery total for the years 1974-75 and 1975-76. The last table provides by grade the fall 1975 medians for all students in each of the skill area subtests.

Appendix B: Annotated Copy of the Student Survey and Attitude Inventory, Form B. Appendix B contains a copy of the Student Survey and Attitude Inventory, Form B, annotated with the Fall 1975 grade 11 survey results and subscale documentation for each item in the attitude inventory. For each of the survey items, the number and percentage of students selecting each response is provided. In the attitude section, the subscale in which the item is contained has been designated next to each item.

## II. A Brief History of the Statewide Testing Program

Testing for the purpose of monitoring student achievement on a statewide basis was not initiated until the year 1970-71. The only testing program conducted statewide prior to that year was the Algebra II testing program which was initiated in 1957-58. This program provided the means for monitoring the high school mathematics program throughout the state. The Algebra II test was developed by the Educational Testing Service (Princeton,

New Jersey) for use in South Carolina; however, in 1963-64 the Educational Testing Service developed a new version for national use, and assumed responsiblity for administration of the Algebra II testing program. The only other testing prior to the inauguration of the Statewide Testing Program was conducted for the purpose of guidance and counseling. A broad testing program, including ability, achievement, intelligence, and attitude tests, was established in 1958-59 through funds under the National Defense Education Act, Title V. The emphasis of this program was on utilizing results at the local level. Then in 1970-71 achievement testing on a statewide basis was implemented for the purpose of better serving both state and local needs.

A. Origin of the Statewide Testing Program

The forerunner of the Statewide Testing Program as it exists today, was actually a free test-scoring service which was offered by the State Department of Education to public schools, and it was established in 1965-66 through the funds under the Elementary and Secondary Education Act, Title V. The service revealed problems that existed in the administration and scoring of tests and, since the tests scored were those of the most recent copyright date, it was instrumental in bringing about the updating of the standardized tests used by the schools. Although the State Department of Education did not establish an official list of test that would be scored, the scoring service, nevertheless, did influence the selection of tests by schools. Due to the many difficulties that arose, the scoring service was not offered after the year 1969-70.

During the year 1970-71 the groundwork for the Statewide Testing Program was laid. A statewide testing program was established in

accordance with the federal regulations for Title III of the Elementary and Secondary Education Act. The regulation stated:

> The State Plan shall set forth a program for testing students in the elementary and secondary schools of the state...which describes the means of testing, including the types of tests and grade levels of students.

The South Carolina State Plan provided for the testing of student abilities at grade levels designated by the State Department of Education. All public and certain non-public schools were included in the plan and could elect to participate or not to participate on a voluntary basis. In order to simultaneously meet both federal and state requirements, the testing program for fourth grade was expanded and modified to include grades 7, 9, and 12. Based on expressed district desires, information provided by various consultants, and the evaluation of the SDE Committee on Testing, a plan utilizing two testing companies -- California Test Bureau (CTB) and Science Research Associates (SRA) -- was decided upon. The Comprehensive Tests of Basic Skills, Form Q, (CTBS/Q), administered to fourth and seventh grade students, and the Short Form Test of Academic Aptitude (SFTAA), administered to fourth grade students only, were utilized under contract with the California Test Bureau. The Iowa Tests of Educational Development (ITED), administered to ninth and twelfth grade students, were utilized under contract with Science Reserach Associates.

B. Objectives of the Statewide Testing Program

The objectives of the Statewide Testing Program were originally established in 1970-71 as part of the fourth grade testing program. These objectives (listed below) have remained essentially the same for the past

five years with the exception of modifications for changes in the tested populations:

1. To provide a valid measure of pupil achievement in the basic skill areas of reading, language, mathematics, and study skills (Grades 4 and 7).

2. To provide a valid measure of student achievement in the areas of reading, language arts, mathematics, social studies, science, and uses of resource materials (Grades 9, 11, and 12).

3. To provide a valid measure of pupil aptitude for academic study (Grade 4).

4. To determine the extent to which pupils are achieving at the level indicated by their measured abilities (Grade 4).

5. To establish the ability level of pupils in order to plan educational programs and evaluate the degree of achievement of the instructional objectives (Grades 4, 7, 9, 11, and 12).

6. To compare achievement level to norm level (Grades 4, 7, 9, 11, and 12).

7. To encourage effective utilization of test data in guidance and instructional programs (Grades 4, 7, 9, 11, and 12).

8. To provide a measure of psychosocial maturity (Grades 7, 9, and 11).

Students in grades 9, 11, and 12 have not been tested consistently over the past five years. The objectives have been continously updated; consequently, the tested populations have varied over the past five years with respect to grades 9, 11, and 12. Objective eight, above, was not one of the original objectives. This objective was added in conjunction with the introduction of the Student Survey and Attitude Inventory (SSAI) to the Statewide Testing Program in 1974-75.

C. Major Changes in the Statewide Testing Program

Major changes in the Statewide Testing Program have ocurred primarily in the areas of student populations tested, instrumentation,

and analysis. During the years 1971-72 and 1972-73, fourth and seventh grade students were tested universally with only a sample of ninth and twelfth grade students tested. In 1973-74 the decision to sample test students in grade 11 instead of those in grade 12 was made due to a need to evaluate specific objectives of the SDE's Five Year Plan which referenced the performance of 16-year-old students. Testing at the ninth grade level was eliminated from the 1975-76 testing program due to a revision in one of the Five Year Plan specific objectives dealing with basic skills.

In 1973-74 a major change, which paralleled the change from testing in grade 11 to testing in grade 12, occurred in instrumentation. The ITED was replaced by the CTBS to measure student performance at the ninth and eleventh grade levels. Thus, the CTBS was administered across all grade levels tested. Concurrent with the change from ITED to CTBS was the change from Form Q of the CTBS, used in 1971-72 and 1972-73 in the fourth and seventh grades, to Form S. Due to the change from Form Q to Form S, the 1973-74 testing results became the new baseline data for the Statewide Testing Program. In this same year, off-level testing in grades 7 and 9 was initiated upon recommendation by the CTB. The average South Carolina student in the seventh and ninth grades was achieving at a level somewhat below the average student in the nation; therefore, a lower level of the CTBS which more closely approximated the level of South Carolina student achievement was administered in grades 7 and 9. Table 1.1 displays the levels of the test suggested by the publisher for use in South Carolina in comparison to those levels normally suggested.

Table 1.1

CTBS TEST LEVELS USED IN SOUTH CAROLINA, GRADES 7 AND 9, IN COMPARISON TO THOSE NORMALLY USED IN NATION

| Grade | Levels Normally Suggested by Publisher | Levels Suggested by Publisher for Use in S. C. |
|---|---|---|
| 7 | Level 3 (Grades 6.5-8.9) | Level 2 (Grades 4.5-6.9) |
| 9 | Level 4 (Grades 8.5-12.9) | Level 3 (Grades 6.5-8.9) |

The following year, 1974-75, the Student Survey and Attitude Inventory was introduced to the program and administered in grades 7, 9, and 11. This instrument developed by Dr. Ellen Greenberger while at Johns Hopkins University was adopted by the SDE primarily to measure psychosocial maturity. The SDE was primarily interested in measuring self-concept, which is related to psychosocial maturity.[1]

D. Important Developments in the Statewide Testing Program

Over the past five years, there have been several important developments in the Statewide Testing Program. There has been a move to develop consistency in the instrument administered to all grade levels tested. Not previously alluded to is the trend toward completely financing the Statewide Testing Program through state, as opposed to federal, funds.

The most recent development is the SDE's attempt to make test results more meaningful through supplementary analyses. During the past five years of the testing program's operation, test data have comprised the data base upon which analysis has been based. In future years, the SDE plans to perform supplementary statistical analyses in an effort to

provide schools and districts with a more complete overview of their educational systems. The analyses will utilize information from other data bases. The primary use of these data bases will be for the "Indicators of Quality," a project which is the first attempt made by SDE to systematically identify those factors (indicators) which are most relevant to educational quality in South Carolina. The project will utilize Statewide Testing Program data in addition to other pertinent data to measure these indicators and will provide districts with a meaningful frame of reference in which to interpret test scores.

E. Purpose of the Statewide Testing Program

The purpose of the Statewide Testing Program is multifold. It continues to provide a means of monitoring student achievement in the South Carolina public schools. It is intimately tied to the objectives of the State's Five Year Plan and provides data necessary for the evaluation of these objectives. Perhaps most importantly, it provides educators with information which facilitates the decision-making process at the state, district, and school levels. Concurrently, the Statewide Testing Program provides a considerable service to districts in that it supports a portion of the financial burden of their testing programs. Furthermore, it constitutes a sizable component of the testing programs of many districts.

## III. Conclusions

Despite a small but measurable improvement in the last few years, South Carolina's average student continues to score below the national average in basic skills achievement. The average student's battery total score in South Carolina for the three grades tested centers around the 37th percentile. In other words, on the average, 37 percent of the nation's students score below South Carolina's average student while 62 percent of the nation's students score above. Some of our students are doing very well with about 15 percent working at the level of students in the upper quarter (76th through 99th percentile) of the national distribution of students. Many students, however, are still doing poorly, with about 39 percent performing in the lower quarter (1st through 25th percentile) of the national distribution.

The median battery total scores increased slightly in each of grades 4, 7, and 11; however, these medians were still substantially below the corresponding national medians. The fourth grade results indicate that for battery total the state median is 3.6 grade equivalents compared to the national median of 4.1. At the seventh grade level the state median is 6.1 grade equivalents and the national median is 7.1. The median battery total for South Carolina eleventh graders is 10.2 grade equivalents compared to the national median of 11.1.

The percentages of South Carolina students scoring in the lower national quarter (1st to 25th percentile) are still substantially large for all grade levels tested: the percentages for battery total in grades 4, 7, and 11 respectively are 39, 38, and 39. Thirty percent of South Carolina's fourth graders scored in the upper half of the national distribution, a positive change of two percent from last year. The percentage

of South Carolina's seventh graders scoring above the national median (50th percentile) did not change from last year to this year: 35 percent scored above the national median. Thirty-six percent of South Carolina's eleventh graders scored above the national median, a slight decrease from last year. These results suggest a continued need for improvement in student achievement in basic skills.

At the fourth and seventh grade levels, reading vocabulary and mathematics computation are the weakest skill areas, while spelling and reference skills are relative strengths. At the eleventh grade level, mathematics application, mathematics computation, and reading vocabulary are the weakest skill areas, while spelling, reference skills, and social studies are relative strengths.

The longitudinal comparison of grade 11 data for 1975 with grade 9 data for 1973 indicates that the eleventh graders are achieving at a relatively higher level this year than they were as ninth graders two years ago. This increase in achievement level should be judged in light of student drop-out and migration rates. Both factors could be partially responsible for the positive direction of the change.

At both the fourth and seventh grade levels, 95 percent of the Title I students obtained battery total scores in the lower half of the national quartile distribution. The performance level of non-Title I students in grades 4 and 7 are substantially above those of Title I students; nevertheless, the non-Title I students are still performing below the national average for all students. These results are consistent with the design of the Title I program.

More important than South Carolina's achievement level relative to the nation's is our level relative to an expected level given time and

available resources. Realistically, dramatic changes in student achievement cannot be expected to occur overnight. If the changes that have occurred in one generation are considered, it can be concluded that South Carolina's schools are indeed making progress in this area.

In general, the 1974-75 student survey results for grade 11 were consistent with the 1975-76 results. The student attitude results for grade 11 were also consistent with last year's. This year's scale scores for Individual Adequacy and Social Adequacy are 8.7 and 8.9 respectively. Until further research on the Student Survey and Attitude Inventory is conducted, evaluative statements regarding these data cannot be made.

## Footnotes

[1] An explanation of psychosocial maturity and self-concept is given in Chapter 3, Section II B, and in Chapter 5, Section II.

## Chapter 2
## UTILIZATION OF INDIVIDUAL AND GROUP DATA

In attempting to utilize any type of test data, the various users of the data need to be identified and then the purposes that each user has for the data need to be delineated. The next step is to determine which data are the most appropriate for fulfilling the intended purpose(s). Finally, the form in which to provide the data to the user needs to be decided upon so that the user can obtain the information necessary to answer questions and make decisions.

Most testing programs provide a wealth of information only at the state level; however, the South Carolina Statewide Testing Program additionally provides classroom, school, and district level information. This data provision is possible because South Carolina's program tests all students in selected grades in all schools containing those grades. In one administration of the test, information is provided to meet the assessment needs at the classroom, school, district, and state levels.

Test results by themselves will not improve student achievement or student attitudes; nevertheless, the information gained from test reports can be used in the decision-making process. For example, on the basis of test results, existing curriculum improvement programs could be modified or the testing program could be revised to better provide the desired information. In the following section, a description of the various scores is followed by ways in which the testing program results can be utilized in meeting the needs of individual students as well as those of groups of students.

## I. Description of Scores

CTB/McGraw-Hill provides its users with a frequency distribution which can be reported in grade equivalents, scale scores, or national percentiles. There are advantages and disadvantages associated with using each type of score; however, certain scores are better to use depending upon the purpose for which they are intended.

The grade equivalent is the most frequently used score for reporting both individual and group information. Grade equivalents result in considerable distortion when used at the upper grade levels, and the ready availability of grade equivalents encourages their use in circumstances in which they may not be appropriate. The State Department of Education is currently having results reported in scale scores. Scale scores, because they are equal-interval scores, have certain advantages over grade equivalents, which are not equal-interval scores. Computations done in scale scores contain less error due to rounding and, therefore, are more reliable than those done in grade equivalents. In addition, scale scores are more precise for use in conversion to other scores and fulfill the need for utilizing the results of functional level, or off-level, testing. Functional level testing makes possible the use of the test most appropriate for a particular group of students. When using CTBS/ the publishers recommend that the choice of level be based on student achievement in relation to the grade ranges recommended for each level. The grade ranges recommended by CTB for each level are as follows:

| | |
|---|---|
| Level 1 | Grades 2.5 - 4.9 |
| Level 2 | Grades 4.5 - 6.9 |
| Level 3 | Grades 6.5 - 8.9 |
| Level 4 | Grades 8.5 - 12.9 |

If scale scores are used, a student who is achieving at a grade equivalent of 4.7 should get the same scale score and grade equivalent using either Level 1 or Level 2; for a group of students, it is best to select the level that is most appropriate for the majority of the students. Difficulty level is just as important as content level if meaningful scores are to be obtained. If possible, however, a level of the test which includes both the grade and functional levels should be used so that comparisons with the norm will be more reliable. With respect to both grade equivalents and scale scores, the State Department of Education encourages the use of the median as the measure of central tendency.

"Expanded standard score" is a term which CTB uses synonymously with "scale score." At the urging of the State Department of Education, CTB has agreed to institute the use of one term, "scale score", in future reports and publications when referring to a test-level independent, equal interval score. CTB/McGraw-Hill does not provide standard scores; however, they can be computed by using the formula on page 12 of the CTBS/S Technical Bulletin. "Standard score" (e.g. Z score, T score, etc.) should not be confused with "expanded standard score."

While scale scores are more appropriate for making comparisons over time within specific subject areas, percentiles are more appropriate for making comparisons across subject areas. If a school or a district's frequency distribution is in grade equivalents, the grade equivalents can be converted to scale scores or percentiles by use of the following conversion tables which are in the CTB/McGraw-Hill Examiner's Manual, Levels 1, 2, 3, or 4: 1) "Raw Score to Grade Equivalent" and 2) "Raw Score to Expanded Standard Score/Scale Score" 3) "Raw Score to Percentile Rank and Stanine."

The quarters of the national distribution and quartiles are useful when making comparisons between local and national results. The national quartile distribution provides the percentages of students scoring in each quarter of the national distribution. The quarters are referred to as the lower quarter (1st to 25th percentile), the lower middle quarter (26th to 50th percentile), the upper middle quarter (51st to 75th percentile), and the upper quarter (76th to 99th percentile). Quartile scores are the scores between each quarter of the national distribution. The first quartile is the same as the 25th percentile; the second quartile commonly referred to as the median, is the fiftieth percentile; and the third quartile is the same as the seventy-fifth percentile. The first and third quartile points cut off the lower and upper quarters of the distribution and thereby offer a convenient set of points to use in making comparisons. It is desirable to avoid relying exclusively on a single point, such as the median or mean, for a measure of central tendency sometimes disguises more than it reveals about the test results.

The right response summary and item analysis is useful in identifying the strengths and weaknesses of an individual student or group of students. At the individual level, the user is provided with the percentages of items a student answered correctly in each subskill area and also designates those items that were answered correctly and those answered incorrectly. At the group level, the user is provided with average group item percentage correct for each subskill area.

The scores used in reporting the results of the Student Survey and Attitude are described fully in Chapter 5, Sections I and II.

## II. Utilization of Individual Data

Within classrooms, information on basic skills achievement is provided for each student. The teachers are provided with the means of identifying the strengths and weaknesses of individual students as well as groups of students through the right response summary and item analysis. A large discrepancy between a student's performance on the test and the student's performance in class is usually an indication that teachers should examine the discrepancy to determine plausible reasons for its occurrence. Teachers are cautioned that they should not place too much reliance on any one test score, as factors related to the testing situation itself can influence student performance.

The national norms provided should not be of a major concern to a teacher, for it is unlikely that any given class would exactly match the nation in its test results. Such an occurrence would be expected only if the student, school, and community characteristics were identical to those of the national sample.

It is not advisable to use test scores for placing a student in a grade when a student transfers to a new school. The reason for this becomes apparent when the fact that students typically are not promoted based on test scores is realized. There is a large spread of test scores in the first grade and this spread increases as students are promoted. The student's scores in any given grade will span two or three grade equivalents above and below the average unless it is an unusually homogeneous group.

## III. Utilization of Group Data

Although there are many ways that the standardized norm-referenced

achievement test scores provided by the CTBS can be used for individuals, the primary purpose for administering the CTBS is to obtain group results. The SSAI has not yet been normed on a national student sample and, it is, therefore, difficult to maximize the use of the survey and attitude data; nevertheless, the data are useful if viewed in terms of the results that would be desirable for a particular group.

A. Utilization of Group Achievement Data

The first question a school, district, or state typically asks with reference to achievement is, "How well did our students perform?" This is a very general question that can be answered in a variety of ways. Comparisons between local results and national norms are particularly useful in responding to such an inquiry.

Comparing local results with respect to national norms over time is one useful comparison that can be made. It is stressed that comparing students to national norms at only one point in time" ... has limited value since children in the school district seldom match the national sample on which the test norm tables are based. The real value is in comparison of district scores over time. As long as the test battery remains the same and the norm tables which matched to it remain the same, the test norm tables provide a stable scale against which to compare one year's achievement with scores of preceding years."[1] Form S of the CTBS has been administered as part of the Statewide Testing Program for three years, and, therefore, the data are appropriate for making comparisons over time. When comparing this year's data with last year's, percentiles derived directly from scale scores are most appropriate. If score reports are in grade equivalents, grade equivalents can be used without doing too much violence to accuracy.

Another natural comparison can be made by observing medians across skill areas. The tendency is to use grade equivalents when making such a comparison; however, using grade equivalents could be misleading. The further a local median is from the national, the more unrepresentative of relative performance the local median tends to become. In other words, a 3.4 in one area may be higher relative to the national norm than a 3.5 in another area. Thus, again the most appropriate score for such comparisons is the percentile derived from the scale score. The percentile has the advantage that comparisons with the national norms for each subtest are stable. For example, if the median score for reading as a percentile is 44 and for language as a percentile is 47, then achievement in language is higher than achievement in reading relative to the national norm.

The local results for all grades tested with CTBS can be compared meaningfully to national results using the national quartile distribution. This comparison is made by examining the percentage of students who get scores similar to those students in the upper, upper middle, lower middle, and lower quarters of the national distribution. A similar comparison can be made on the basis of quartile scores.

The right response summary and item analysis allows educators to examine at a detailed level the strengths and weaknesses of local students in relation to those of their national counterparts for the skill areas tested. It cannot be assumed at the state level that the skills tested have been taught prior to the test administration. If a skill in one school curriculum is taught in a sequence that is different from the sequence used in a majority of school curriculums, the students in the school should not be expected to perform well on items related to that particular skill. The item analysis indicates how the curriculum emphases in the

group tested differ from the national curriculum emphases. The fact that local strengths and weaknesses are not identical to the nation's should not be a cause for concern unless local goals are identical to the nation's.

Grouping test results by achievement scores and by aptitude test scores is a useful way to examine achievement for high, average, and low ability students. The Short Form Test of Academic Aptitude, administered to South Carolina students at the fourth grade level only, is used along with other factors to generate an anticipated, or expected score, which can then be compared to the actual achievement score as a validation check.

Schools and districts might find utilizing several different types of charts useful for giving an overview of their test results. A chart consisting of the grade equivalents and corresponding national percentiles for each skill area could be used as a part of a district's test score summary. A second chart summarizing test results for All Cases and Title I by all grades tested would also be useful. It may be desirable to experiment with the organization of the data. For instance, the results could be organized by grade so that achievement across grade levels could be observed. A third chart summarizing selected scores for the current year and the previous year(s) could be devised. A fourth chart that would be useful is one showing the percentage of students by grade in each quarter of the national distribution. Such information is readily available from the last page of the "Frequency Distribution."

B. Utilization of Group Survey and Attitude Data

Utilization of the Student Survey and Attitude results has taken place primarily at the state level. The results, however, can be utilized at the district level. Especially significant or interesting survey results could

be reported to teachers and administrators, either through a written or oral presentation. District results could be compared to state results to determine major discrepancies. If a district's results are not in agreement with what is felt to be desirable, consideration should be given to ways which would effect the desired change. The state is using the results of the attitude inventory to assist in evaluating efforts being made at both the state and local levels to develop positive, or mature, self-concepts in students. Since baseline data has been established, it is possible to write objectives in terms of current scores and the amount of improvement desired over a period of years. In future years, additional data will be used to make comparisons to determine if a change has occurred.

## Footnotes

[1] Simplified Educational Assessment. The University of the State of New York, The State Education Department, October, 1974.

## Chapter 3
## METHODOLOGY

### I. Administration of the Statewide Testing Program

The administration of the Statewide Testing Program is coordinated each year by the Educational Assessment Section of the Office of Research. Approximately one month before the date of testing, the Educational Assessment Section conducts regional half-day workshops for the test coordinators from each participating district. Details of the program and roles of the test coordinators and the classroom test administrators are explained. Each district is responsible for conducting the actual testing within the time frame recommended by the Educational Assessment Section.

Once the administration of the test is complete, answer sheets and/or booklets are sent directly from each district to the California Test Bureau for scoring and generation of score reports. As score reports are generated, they are sent directly to each district. The Educational Assessment Section receives a copy of these reports by school, by district, and by state.

Immediately following the administration of the Comprehensive Tests of Basic Skills, the Educational Assessment Section sends copies of the Student Survey and Attitude Inventory directly to the districts selected to be in the grade 11 sample. Again the responsibility for the administration rests at the local level. Once the test has been completed by the students, all test booklets are packaged and returned to the Educational Assessment Section. The completed instruments are edited, consoli-

dated, and sent to Westinghouse Learning Corporation in Iowa City, Iowa, for optical scanning. The Educational Assessment Section receives from the Westinghouse Learning Corporation a magnetic tape containing the responses of each student. This tape is utilized in scoring each test and generating score reports which are forwarded to districts in the state.

## II. Instrumentation

The Statewide Testing Program employed three different instruments to aid in monitoring the educational quality in the South Carolina school districts. Levels 1, 2, and 4 of the Comprehensive Tests of Basic Skills, Form S (CTBS/S), published by CTB/McGraw-Hill, were administered to students in the fourth, seventh, and eleventh grades respectively for the purpose of measuring student achievement in basic skills. Off-level testing was again implemented at the seventh grade level.[1] The Short Form Test of Academic Aptitude (SFTAA), Level 2, also published by CTB/McGraw-Hill, was administered as a means of determining the expected level of student achievement in the fourth grade. The Student Survey and Attitude Inventory (SSAI), Form B, was administered to eleventh grade students to elicit information about their backgrounds, their attitudes, and their psychosocial development. The rationale for the utilization of these instruments in the Statewide Testing Program is followed by detailed descriptions of each instrument.

### A. Rationale for Instruments Utilized in the Statewide Testing Program

The instruments administered as part of the Statewide Testing Program were selected primarily on the basis of the extent to which they met both district and state needs. The decision to employ the Comprehensive

Tests of Basic Skills and the Short Form Test of Academic Aptitude in the 1971-72 program was based primarily on two factors. The objectives measured by the CTBS were compatible with those of South Carolina's Five Year Plan, and previous contact with districts evidenced that many districts were already using CTB/McGraw-Hill instruments. In the year 1974-75, the SSAI was introduced to the Statewide Testing Program primarily to measure self-concept. The development in students of psychosocial maturity, which involves improving student self-concept, is one of the objectives of South Carolina's long-range plan to improve education.

The repetition of the administration of the CTBS and SFTAA over the past five years has enabled test coordinators and administrators to become familiar with administration procedures and is, thereby, leading to greater standardization of these procedures. Standardization in procedures increases the comparability of test data across schools and districts.

Inherent in the CTBS itself are features which render the instrument applicable to the wide range of educational situations that exist in South Carolina. One feature lies in the design of the CTBS. The CTBS is designed to systematically measure the extent to which students have acquired skills that are required for effective use of language and numbers. It is not intended to measure achievement in specific course content as reflected in textbooks for various grade levels. A second feature is that the CTBS has been standardized on the basis of approximately 150,000 students drawn from across the nation. All fifty states and the District of Columbia are represented in the sample. The sample of school districts included in the national administration of the CTBS was selected based

on district size, type of community served (rural, urban), and racial composition in order to insure a representative cross section. As a result of this procedure, student achievement in South Carolina can be compared with that of the norming group. A third feature is CTB/McGraw-Hill's recent updates which reflect current trends in curriculum. The current version (Form S) reflects the first application of research conducted to identify and eliminate racial and ethnic bias in the test items.[2]

The selection of the instrument to measure self-concept was a more difficult process, the reason being that none of the available tests were appropriate for use in collecting the information desired by the SDE. An inventory being developed by Dr. Ellen Greenberger to measure psychosocial maturity showed promise of meeting the needs of the SDE.[3] One component of the psychosocial maturity inventory was developed to measure the capacity of individuals to function adequately on their own in this society. The three attributes which served as indicators of this capacity were self-reliance, work-orientation, and identity (Greenberger and Sorenson, 1973). The SDE felt that this component would provide a sufficient measure of students' self-concepts; therefore, the SDE agreed to work with Dr. Greenberger by encouraging selected school districts in South Carolina to participate in the inventory's developmental phase.

In the spring of 1974, field testing of the instrument began. As a result of the field testing, the original attitudinal inventory was reduced from 380 to 190 questions. As a further refinement, versions containing only 89 to 93 questions and comparable to the 190-question version were developed to measure the psychosocial maturity of students in selected grades. The decision was made to use the shorter versions with an additional

student questionnaire as the instrument for the Fall 1974 survey. Under the name Student Survey and Attitude Inventory (SSAI), this instrument has become an established component of the Statewide Testing Program and has potential for use in examining attitudes of students and in obtaining an indication of change over time in their self-concepts. Form A of the instrument contains 89 questions and was administered to seventh and ninth graders in 1974-75 while Form B of the instrument contains 93 questions and was administered to eleventh graders in both 1974-75 and 1975-76.

B. Description of the Instruments

Comprehensive Tests of Basic Skills.[4] The Comprehensive Tests of Basic Skills, Form S, is composed of ten separate subtests that combine to yield total reading, total language, total mathematics, reference skills, science, and social studies scores. The total reading, total language, and total mathematics scores are combined to produce a total battery score which is based on the largest number of items and, therefore, is the most reliable score.

The reading area contains reading vocabulary and reading comprehension subtests. The reading vocabulary test requires the student to select a synonym for a word or words presented in context. The reading comprehension test requires the student to read passages, letters, poems, and articles and to answer questions measuring literal recall, identification of main ideas, ability to draw conclusions, and other reading skills.

The language area contains language mechanics, language expression, and spelling subtests. The language mechanics test measures student skills in capitalization and in punctuation. The language expression tests measures various aspects of effective expression such as standard English

usage, diction, and skill in organization. The spelling test measures ability to recognize correctly and incorrectly spelled words in sentence context.

The mathematics area contains mathematics computation, concepts, and application subtests. The computation test contains items requiring addition, subtraction, division, and multiplication. The concept and applications tests yield two scores that measure the ability to recognize or apply appropriate concepts or techniques and the ability to solve problems.

Reference skills, science, and social studies do not contain subtests. Reference skills contains items which measure the ability to use reference materials and follow library procedures. Science is comprised of items which assess the student's ability to investigate problems in science, and, to a lesser degree, to recall scientific facts or concepts. The social studies items measure the student's grasp of concepts, generalizations, and inquiry skills necessary for effective problem solving in social studies. The skills tested draw from four content areas: the physical environment, the social environment, the political/economic environment, and history.

Detailed information regarding the makeup of the subtests can be obtained by referring to the CTB/McGraw-Hill Examiner's and Test Coordinator's Manuals which classify test items by process and content categories.

Short Form Test of Academic Aptitude (SFTAA).[5] Each level of the Short Form Test of Academic Aptitude contains four subtests: vocabulary, analogies, sequences, and memory. It is designed to yield a useful measure of general ability by combining several intellectual tasks into a

single score of academic aptitude. The total score on the test is the most dependable estimate of general ability with language and non-language scores constituting two separate estimates of more specific abilities. Vocabulary and memory constitute the language section; analogies and sequences constitute the non-language section.

The vocabulary subtest is designed to test verbal comprehension, knowledge of word meanings, and the ability to relate words which are not exact synonyms. The items in the analogy subtest require the student to recognize analogic relationships which may be literal or symbolic. In the sequences subtest, the student must demonstrate his comprehension of a pattern, rule, or principle in a series of numbers or letters. The memory subtest is a test of the student's ability to retain the contents of a story read at the beginning of the test period. Success on the items requires not only that the examinee be able to recall facts or ideas stated or implied in the story, but also that he make inferences and recall the logical flow of the story.

Student Survey and Attitude Inventory (SSAI). The Student Survey and Attitude Inventory, Form B, is comprised of two major sections.[6] The first section contains questions which elicit information about the student's backgrounds and attitudes and require a total of 80 responses. The majority of the questions request factual information regarding school programs, grades, extracurricular activities, parents' educational levels, future educational plans, and parental interest in school activities. There are a few questions which deal with how students feel about themselves, their friends, their teachers, and school.

The second section of the instrument contains 93 statements related

to psychosocial maturity. Table 3.1 presents a detailed model of the psychosocial maturity inventory. Self-reliance, work-orientation, and identity are the attributes of individual adequacy and together provide a measure of self-concept.[7] Social commitment, openness to sociopolitical change, and tolerance of individual and cultural differences are the attributes of social adequacy. Research on the psychosocial maturity inventory indicates that the components of the inventory that were intended to measure the attributes of interpersonal adequacy -- communication skills, enlightened trust, and knowledge of major roles -- are not statistically related. Consequently, the results for these areas are discussed individually. The components of the nine attributes have also been provided in the table to aid the reader in conceptualizing each attribute.[8]

## III. Student and District Participation

South Carolina's fourth, seventh, and eleventh grade students were the target populations of the 1975-76 South Carolina Statewide Testing Program. The universe was tested at the fourth and seventh grade levels; however, only a sample was tested at the eleventh grade level. All fourth, seventh, and eleventh grade students who were enrolled in South Carolina's public schools and in schools of the Catholic Diocese were eligible or could have been selected, as in the case of grade 11, to participate. Students in the following handicapped categories are not tested in the Statewide Testing Program: trainable mentally handicapped, orthopedically handicapped, educable mentally handicapped, emotionally handicapped, visually handicapped, hearing handicapped, and learning disabled.

Of the 92 South Carolina school districts, 88 elected to participate

Table 3.1

DETAILED MODEL OF PSYCHOSOCIAL MATURITY[a]

Individual Adequacy

- Self-Reliance
  - Absence of excessive dependence on others
  - Sense of control over one's life
  - Initiative
- Work-Orientation
  - General task or work skills
  - Standards of competent task performance
  - Pleasure in work
- Identity
  - Increasing clarity of self-concept
  - Consideration of life goals
  - Self-Esteem
  - Internalizing of values

Social Adequacy

- Social Commitment
  - Feelings of "community" with others
  - Willingness to modify or relinguish personal goals in the interest of social goals
  - Readiness to form alliances with others to promote social goals
  - Investment in long-term social goals
- Openness to Sociopolitical Change
  - General openness to change
  - Recognition of the costs of the status quo
  - Recognition of the costs of change

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[a] Source: Ellen Greenberger, et. al., The Measurement and Structure of Psychosocial Maturity (Baltimore, Md.: Johns Hopkins University, March, 1974, p. 33).

Table 3.1 (continued)

Tolerance of Individual and Cultural Differences

- Willingness to interact with individuals and groups who differ from the norm
- Sensitivity to the rights of individuals and groups who differ from the norm
- Awareness of the costs and benefits of tolerance

The following subscales do not combine to make a single scale:

Communication Skills

- Skill in "sending" or encoding verbal and non-verbal messages
- Skill in "receiving" or decoding verbal and non-verbal messages
- Empathy

Enlightened Trust

- A general belief that it is acceptable to rely or depend on others
- Rejection of simplistic views of the "goodness" or "badness" of human nature
- Recognition of individual and situational factors that limit trustworthiness

Knowledge of Major Roles

- Awareness of obligations inherent in current definitions of major roles
- Awareness of priorities that govern

at all three grade levels. The three districts that elected not to participate at any grade level are: Allendale, Dillon 2, and Florence 5. Spartanburg 6 elected to participate at the seventh grade level only. Approximately 97 percent of the fourth grade students in participating districts were tested; approximately 98 percent of the seventh grade students in participating districts were tested; approximately 12 percent of the eleventh graders in participating districts were selected into the sample and tested. The numbers and percentages of students in the accessible (or available) populations are given by grade in Table 3.2. The numbers and percentages of students tested in each grade are given in Table 3.3.

As mentioned previously, the participation of eleventh grade students is based upon their selection into the sample. In the sampling procedure the following characteristics of schools are considered: 1) racial composition of the school, 2) number of students enrolled in a given grade level, and 3) urbaness of the school. Schools are classified according to all three of these criteria. A number of distinct groups, each containing schools similar with respect to the three characteristics, are created. A percentage of students is drawn from each group by randomly selecting schools. All students in a given grade are tested if that school is selected. Using this procedure to draw an eleventh grade sample for the 1975-76 Statewide Testing Program, 28 different schools were selected from 24 different districts. The number of students actually taking the test was 4,956.

Table 3.2

NUMBER AND PERCENTAGE OF STUDENTS IN THE ACCESSIBLE POPULATION BY GRADE

| Grade | No. of Students in Target Population[a] | No. of Students in Access. Population[b] | Percentage of Students Accessible | No. of Students Not Accessible | Percentage of Students Not Accessible[c] |
|---|---|---|---|---|---|
| 4 | 47,638 | 46,444 | 97.5% | 1,194 | 2.5% |
| 7 | 54,769 | 54,033 | 98.7% | 736 | 1.3% |
| 11 | 41,360 | 40,396 | 97.7% | 964 | 2.3% |

[a] These figures are estimates of the total state enrollment by grade based on the first 35-day enrollments for the 60-day accounting period, 1975-76.
[b] These figures are estimates of the enrollments of the accessible population, obtained by subtracting number of students not accessible from number of students in target population.
[c] These figures are estimates of the enrollments by grade for those districts that did not participate in the Statewide Testing Program.

Table 3.3

NUMBER AND PERCENTAGE OF STUDENTS TESTED BY GRADE

| Grade | No. of Students in Access. Population[a] | No. of Students Tested[b] | Percentages of Students Tested | No. of Students Not Tested[c] | Percentage of Students Not Tested |
|---|---|---|---|---|---|
| 4 | 46,444 | 45,008 | 96.9% | 1,436 | 3.1% |
| 7 | 54,033 | 52,779 | 97.7% | 1,254 | 2.3% |
| 11 | 40,396 | 4,956 | 12.3% | 35,440 | 87.7% |

[a] These figures are the same as those in Table 3.2.
[b] These figures are based on the total number of records scored by CTB and are obtained from the "Frequency Distribution Summary, All Cases."
[c] These figures are obtained by subtracting number of students tested from number of students in accessible population.

## IV. Data Processing and Analysis

The California Test Bureau scored and developed computer reports of the results of the Comprehensive Tests of Basic Skills (CTBS) and the Short Form Test of Academic Aptitude (SFTAA). Frequency distributions and right response summaries are provided at both the school and district levels; individual test records with home reports and class record sheets are provided at the school level only; and an administrator's summary is provided at the district level only.

The Student Survey and Attitude Inventory (SSAI) is optionally scanned by Westinghouse Learning Corporation, and the data are stored on computer tape. The State Department of Education utilizes this tape in scoring and analyzing the data. The reports include a tabulation of responses to the survey section and a frequency distribution for each of the sub-scales and scales on the attitude section.

## Footnotes

[1] Off-level testing is discussed in Chapter 1, Section II.

[2] Comprehensive Tests of Basic Skills, (All Levels), Form S, Expanded Edition, Examiner's Manual. CTB/McGraw-Hill, 1974.

[3] Components of the inventory are discussed in more detail in Part B of Section II.

[4] Comprehensive Tests of Basic Skills, (All Levels), Form S, Expanded Edition, Examiner's Manual. CTB/McGraw-Hill., 1974.

[5] Ibid.

[6] A copy of the Student Survey and Attitude Inventory is provided in Appendix B.

[7] The definition of self-concept is discussed further in Chapter 5, Section II.

[8] Detailed discussions of each trait are available in Greenberger and Sorensen, 1973, pages 2-37.

## Chapter 4
## PERFORMANCE OF STUDENTS IN GRADES 4, 7, AND 11 ON BASIC SKILLS

### I. Distribution of Students in Grades 4, 7, and 11

The usual means of grouping student test scores results in a single score, the average; however, an average often conceals more than it discloses about the students. Another approach which is available but less widely used is the frequency distribution which indicates the number of students obtaining each score. The frequency distribution provided in the score reports presents a formidable task in making any meaningful interpretation. The best way to interpret the mass of data provided by the frequency distribution is through a pictorial representation. A large sample of plotted test scores frequently produces the classic "bell-shaped curve." This is due to the fact that in most score distributions the majority of students will aggregate in the middle of the distribution, while only a small proportion of students will get either very high or very low scores falling at the extremes of the distribution.

A graphical display of a frequency distribtuion indicates whether or not and how the test scores deviate from the expected normal distribution. A very compact distribution, i.e. one in which there is little spread, results from measuring a homogeneous group of students; whereas a distribution that is spread over a wide range results from measuring a heterogeneous group. The skewness of the distribution is also readily evident in a graphical display.

Figure 4.1 presents the frequency distribution of the fall, 1975, battery total test scores on the CTBS for South Carolina students in grades

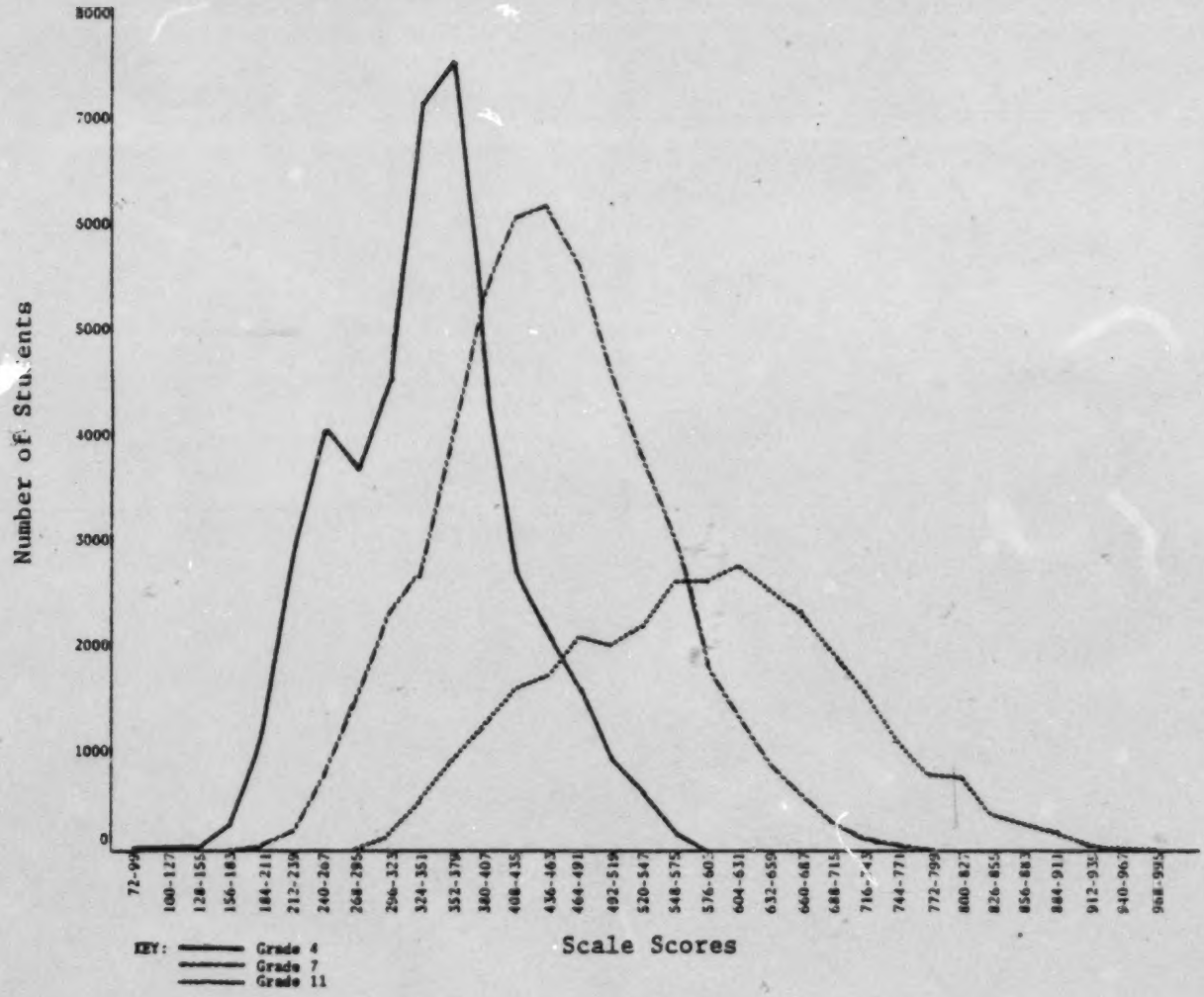



Figure 4.1
DISTRIBUTION OF STUDENTS IN GRADES 4, 7, AND 11
BASED ON THE BATTERY TOTAL SCORE (CTBS)

4, 7, and 11. The frequency polygon has the frequency count along the vertical axis and the range of test scores in scale scores along the horizontal axis. On the vertical axis low counts are on the bottom and high counts are on the top. On the horizontal axis, low scores are on the left and high scores are on the right. Three frequency polygons, one each for grades 4, 7, and 11, are actually represented. As students progress from a lower grade to a higher grade, it is to be expected that the spread of the distribution will increase. This is due to the fact that the capable students learn faster than the less capable ones; thus, the gap between those who learn well and those who learn poorly is increased.

The distribution for grade 4 is tall and narrow in comparison to that for grade 11 which is short and wide. Another observation that can be made is that the curve for the seventh grade is fairly smooth while the curve for the fourth grade has an unexpected peak. It is difficult to determine the cause or causes of such a peak and valley. The seventh grade distribution is fairly uniform and closely resembles a bell-shaped curve. The eleventh grade distribution is somewhat at variance with a bell-shaped, or normal distribution, especially on the left-hand side.

## II. Comparison of Student Performance in South Carolina to Student Performance in the Nation

This section is primarily concerned with the performance of students in South Carolina in relation to the performance of students in the nation for grades 4, 7, and 11. For each age group the results are discussed with respect to medians, quartiles, and the right response summary.

The South Carolina median grade equivalents for the reading total, the language total, the mathematics total, and the battery total are com-

pared with the corresponding national medians in these areas. The median grade equivalents are examined to detect change in South Carolina's scores over the last three years. It is stressed that only the scores for the last three years, and not the last five, are comparable due to the change from Form Q to Form S of the CTBS in 1973-74.

Another useful way of examining South Carolina student performance in relation to the nation's is through the quartile distribution. The percentages of South Carolina students falling into each of the national quarters is investigated for reading total, language total, mathematics total, and battery total scores. There is a strong tendency to misuse this type of data. South Carolina educators should strive toward decreasing the percentage of students in the lower quarter; however, they should not let obtaining 25 percent of the students in each quarter become an end in itself. Such an objective could conflict with an objective to continuously improve the quality of education. Consider the possibility that the percentage of South Carolina students falling in the lower quarter is reduced to 25 percent. There is no reason for not implementing programs to reduce the percentage further.

The right response summary and item analysis allows educators to examine subskill areas within each of the major skill areas and determine the specific strengths and weaknesses of South Carolina students in relation to those of their national counterparts. The right response results are reported in terms of the average percentage of students answering the items correctly within the particular subtest for South Carolina and for the nation.

Before a district or school concludes that students are not acquiring particular skills, it should consider the sequence in which specific skills are taught.

A. Comparison of Student Performance in South Carolina to Student performance in the Nation, Grade 4

In general, the median grade equivalents of South Carolina's fourth graders were lower than those of their national counterparts for the three major skill areas and the battery total. The national median for the three skill areas and battery total is 4.1 grade equivalents. The South Carolina medians for the battery total and the three major skill areas measured by the CTBS are provided in Table 4.1 for the three years that Form S of this test has been used.

Table 4.1

SOUTH CAROLINA MEDIAN GRADE EQUIVALENTS
BY YEAR, ALL STUDENTS, GRADE 4
(National Median = 4.1)

| Skill Areas | Median Grade Equivalents by Year | | |
|---|---|---|---|
| | 73-74 | 74-75 | 75-76 |
| Battery Total | 3.4 | 3.4 | 3.6 |
| Reading Total | 3.3 | 3.4 | 3.5 |
| Language Total | 3.3 | 3.3 | 3.5 |
| Math Total | 3.4 | 3.4 | 3.5 |

As indicated in the table, the state median for the battery total was 3.6 compared to the national median of 4.1. Although South Carolina's fourth grade median is below the nation's, the state's median battery total score

did increase from 3.4 last year to 3.6 this year. South Carolina's data for 1973-74, 1974-75, and 1975-76 indicate that improvement is taking place in reading, language, and mathematics. For the three other skill areas, the medians are as follows: reference skills, 3.8; science, 3.5; and social studies, 3.5.

Another useful way of looking at test scores is to examine the quartile distribution. The percentages of students achieving scores similar to those in each quarter of the national distribution is given in Table 4.2 for each of the three major skill areas and the battery total.

Table 4.2

PERCENTAGES OF SOUTH CAROLINA STUDENTS
IN EACH QUARTER OF THE NATIONAL
QUARTILE DISTRIBUTION, ALL STUDENTS, GRADE 4

| National Percentile | Reading Total | Language Total | Math Total | Battery Total |
|---|---|---|---|---|
| 76-99 | 13.8% | 15.7% | 12.7% | 13.7% |
| 51-75 | 20.5% | 23.2% | 16.8% | 16.4% |
| 26-50 | 24.0% | 23.9% | 29.6% | 31.0% |
| 1-25 | 41.8% | 37.2% | 40.8% | 38.8% |

While the percentages of students in the lower quarters for each skill area and for the battery total were disappointingly large, in all cases the percentages were an improvement over last year's. In other words, the percentages in the lower quarter have decreased from last year to this year. The percentages in the upper quarter continued to be relatively small; nevertheless, the percentages were again an improvement over last year's. In

other words, the percentages in the upper quarter increased from last year to this year.

While the primary purpose of a norm-referenced test is to compare the scores of a particular group with those of a normative group, a norm-referenced test can be of a great usefulness in examining the state's strengths and weaknesses relative to the nation's. The right response summary by skill area subtest is given in Table 4.3.

Table 4.3

SOUTH CAROLINA VERSUS NATIONAL ITEM PERCENTAGES CORRECT FOR EACH SUBSKILL AREA, ALL STUDENTS, GRADE 4

| Tests and Subtests | State % Correct | National % Correct | Difference 75-76 | Difference 74-75 |
|---|---|---|---|---|
| Reading | | | | |
| Reading Vocabulary | 52% | 61% | -9 | (-10) |
| Reading Comprehension | 54% | 62% | -8 | (-9) |
| Language | | | | |
| Spelling | 70% | 75% | -5 | (-5) |
| Language Mechanics | 57% | 64% | -7 | (-8) |
| Language Expression | 56% | 65% | -9 | (-10) |
| Mathematics | | | | |
| Mathematics Computation | 62% | 72% | -10 | (-12) |
| Mathematics Concepts | 62% | 71% | -9 | (-10) |
| Mathematics Applications | 54% | 63% | -9 | (-9) |
| Reference Skills | 53% | 58% | -5 | (-6) |
| Science | 48% | 54% | -6 | (-7) |
| Social Studies | 44% | 50% | -6 | (-7) |

The differences between the state percent corrects and the national percent corrects are given in the last column of the table for 1975-76 and in parentheses for 1974-75.

Of the eleven skill areas, nine were an improvement over last year, two remained the same, and none declined. Reading vocabulary and mathematics computation, which have the greatest deficiencies, are the weakest skill areas. Multiplication by zero and division of a number by itself are among the major specific examples of notable weaknesses in mathematics computation. Since the results show that existing efforts are having a beneficial result on achievement in mathematics computation and since continuing efforts should have a cummulative effect, perhaps in time mathematics computation will no longer be a major problem area. It should be noted that the average percentage of students answering items correctly in these two areas has improved as indicated by the decline in differences. The subtests of spelling, language mechanics, and reference skills are relative strengths. Achievement in reading and mathematics has improved slightly over the past year; nevertheless, achievement in these areas is low relative to national achievement. In view of these results, reading and mathematics should continue to be high priority areas.

The Short Form Test of Academic Aptitude (SFTAA) is given to obtain a measure of student ability in order to determine if fourth grade students are achieving at expected levels. Anticipated scores on the CTBS achievement test areas are generated using the student's SFTAA scores, sex, grade, and age. These scores serve to flag discrepancies. A given individual's anticipated score does not explain why the discrepancy exists; however, it does indicate that special attention should be given to the interpretation of

that students' scores. For aggregated data, the anticipated score provides a gross indicator of whether or not students are working up to expected levels. As can be seen in Table 4.4, South Carolina students are working at projected levels in reading, language, and science, below expected in mathematics (especially in computation), and above expected in reference skills and social studies.

Table 4.4

OBTAINED AND ANTICIPATED MEDIAN GRADE EQUIVALENTS, GRADE 4

| Skill Area | Obtained Median G.E.[a] | Anticipated Median G.E.[b] | Difference |
|---|---|---|---|
| Reading Total | 3.5 | 3.5 | 0.0 |
| Language Total | 3.4 | 3.4 | 0.0 |
| Mathematics Total | 3.5 | 3.7 | -0.2 |
| Battery Total | 3.4 | 3.5 | -0.1 |
| Reference Skills | 3.7 | 3.5 | 0.2 |
| Science | 3.5 | 3.5 | 0.0 |
| Social Studies | 3.6 | 3.5 | 0.1 |

[a] The "Obtained Median G.E. (Grade Equivalent)" is the South Carolina fourth grade median on the CTBS.

[b] The "Anticipated Median G.E. (Grade Equivalent)" is the South Carolina fourth grade median predicted using the SFTAA scores.

B. Comparison of Student Performance in South Carolina to Student Performance in the Nation, Grade 7

The medians for the battery total and the major skill areas measured by the CTBS are provided for this year and the last two years in Table 4.5.

Table 4.5

SOUTH CAROLINA MEDIAN GRADE EQUIVALENTS
BY YEAR, ALL STUDENTS, GRADE 7
(National Median = 7.1)

| Skill Areas | Median Grade Equivalents by Year | | |
|---|---|---|---|
| | 73-74 | 74-75 | 75-76 |
| Battery Total | 6.0 | 6.0 | 6.1 |
| Reading Total | 6.2 | 6.2 | 6.2 |
| Language Total | 5.9 | 5.9 | 6.1 |
| Math Total | 6.0 | 6.0 | 6.1 |

As indicated in the table, the state median battery total increased from 6.0 last year to 6.1 this year. This year's state median is, nevertheless, still considerably below the national median. At the seventh grade level, the improvement in battery total is mainly attributable to an increase in language and mathematics achievement, as there was no appreciable change in reading achievement. For the three other skill areas, the medians are as follows: reference skills, 6.6; science, 6.6; and social studies, 5.8.

Table 4.6 gives a breakdown of the percentages of South Carolina students in each quarter of the national distribution.

Table 4.6

PERCENTAGES OF SOUTH CAROLINA STUDENTS
IN EACH QUARTER OF THE NATIONAL
QUARTILE DISTRIBUTION, ALL STUDENTS, GRADE 7

| National Percentile | Reading Total | Language Total | Math Total | Battery Total |
|---|---|---|---|---|
| 76-99 | 16.9% | 16.7% | 11.2% | 14.8% |
| 51-75 | 20.7% | 21.8% | 17.4% | 20.0% |
| 26-50 | 27.7% | 27.0% | 34.1% | 27.7% |
| 1-25 | 34.6% | 34.5% | 37.3% | 37.6% |

As in grade 4, disproportionate percentages of students are in the lower quarter for each skill area and battery total. A comparison of the fourth and the seventh grade data shows that there are fewer students in the lower quarter in the seventh grade than there are in the fourth. This year's seventh grade distribution was very similar to last year's with the percentages for each skill area remaining fairly constant and with reading and language continuing to be slightly above mathematics.

The strengths and weaknesses are best examined by using the right response summary. In the right response summary and item analysis, the differences between the local and national norms tend to be underestimated because off-level testing was used at the seventh grade level. The underestimate, however, is a systematic difference and, as such, is still of value in determining which areas are weakest.

The right response summary by skill area tests is given in Table 4.7.

Table 4.7

SOUTH CAROLINA VERSUS NATIONAL ITEM PERCENTAGES CORRECT
FOR EACH SUBSKILL AREA, ALL STUDENTS, GRADE 7

| Tests and Subtests | State % Correct | National % Correct | Difference 75-76 | Difference 74-75 |
|---|---|---|---|---|
| Reading | | | | |
| Reading Vocabulary | 64% | 70% | -6 | (-6) |
| Reading Comprehension | 63% | 66% | -3 | (-3) |
| Language | | | | |
| Spelling | 76% | 79% | -3 | (-3) |
| Language Mechanics | 66% | 69% | -3 | (-3) |
| Language Expression | 61% | 65% | -4 | (-4) |
| Mathematics | | | | |
| Mathematics Computation | 68% | 73% | -5 | (-6) |
| Mathematics Concepts | 61% | 66% | -5 | (-4) |
| Mathematics Applications | 62% | 67% | -5 | (-5) |
| Reference Skills | 66% | 68% | -2 | (-2) |
| Science | 54% | 56% | -2 | (-2) |
| Social Studies | 53% | 57% | -4 | (-3) |

Reading vocabulary, mathematics computation, mathematics concepts, and mathematics applications are the weakest areas as indicated by the relatively large discrepancies in these areas. It is difficult to utilize the reading vocabulary item analysis because this area refers to specific word meanings rather than generalized vocabulary skills. Some specific areas that emerged as problem areas for the state's seventh graders are: identifying a fraction having the smallest value, identifying a fraction having the greatest value, addition of two mixed numbers, division of a whole number by a proper fraction, measure of units of area, addition of two like fractions, and subtraction using money. Certain of these weaknesses are critical to life outside the school rather than life within the school.

C. Comparison of Student Performance in South Carolina to Student Performance in the Nation, Grade 11

The grade 11 medians for the major skill areas measured by the test and for the battery total are provided in Table 4.8 for the past three years.

Table 4.8

SOUTH CAROLINA MEDIAN GRADE EQUIVALENTS
BY YEAR, ALL STUDENTS, GRADE 11 SAMPLE
(National Median = 11.1)

| Skill Areas | Median Grade Equivalents by Year | | |
|---|---|---|---|
| | 73-74 | 74-75 | 75-76 |
| Battery Total | 10.3 | 10.1 | 10.2 |
| Reading Total | 10.5 | 10.4 | 10.3 |
| Language Total | 10.5 | 10.4 | 10.5 |
| Math Total | 10.0 | 9.9 | 10.0 |

This year's battery total median (10.2) was almost the same as last year's (10.1); however, the slight increase in scores may be due as much to rounding error as improvement in student performance. The state median is still considerably below the national median of 11.1. The most obvious trend over the past three years is that reading test scores are decreasing at the eleventh grade level. Language and mathematics achievement are remaining fairly stable. A reliable procedure is used in selecting the eleventh grade sample; therefore, even though the eleventh grade results are derived from a sample of students, they are applicable to the entire eleventh grade population.

The scores of South Carolina's eleventh grade students can also be compared to those of students in each quarter of the national distribution. The quartile distribution for the three major skill areas and battery total are given in Table 4.9.

Table 4.9

PERCENTAGES OF SOUTH CAROLINA STUDENTS IN EACH QUARTER OF THE NATIONAL QUARTILE DISTRIBUTION, GRADE 11

| National Percentile | Reading Total | Language Total | Math Total | Battery Total |
|---|---|---|---|---|
| 76-99 | 16.1% | 20.2% | 13.3% | 15.0% |
| 51-75 | 22.4% | 21.9% | 21.9% | 20.6% |
| 26-50 | 22.0% | 23.9% | 25.9% | 25.2% |
| 1-25 | 39.5% | 34.0% | 38.9% | 39.1% |

There are about the same percentages of students in the lower quarter for reading and mathematics; however, the percentage in the lower quarter for language is relatively smaller. There is a greater proportion of students scoring in the lower quarter for battery total in grade 11 than for battery total in grade 7.

The curriculum strengths and weaknesses are best examined by using the right response summary. The right response summary by skill area test is given in Table 4.10.

Table 4.10

SOUTH CAROLINA VERSUS NATIONAL ITEM PERCENTAGES CORRECT FOR EACH SUBSKILL AREA, GRADE 11

| Tests and Subtests | State % Correct | National % Correct | Difference 75-76 | Difference 74-75 |
|---|---|---|---|---|
| Reading | | | | |
| Reading Vocabulary | 54% | 61% | -7 | (-8) |
| Reading Comprehension | 55% | 61% | -6 | (-7) |
| Language | | | | |
| Spelling | 63% | 66% | -3 | (-5) |
| Language Mechanics | 67% | 70% | -3 | (-5) |
| Language Expression | 57% | 61% | -4 | (-6) |
| Mathematics | | | | |
| Mathematics Computation | 58% | 65% | -7 | (-9) |
| Mathematics Concepts | 58% | 64% | -6 | (-8) |
| Mathematics Applications | 47% | 56% | -9 | (-9) |
| Reference Skills | 62% | 65% | -3 | (-4) |
| Science | 50% | 54% | -4 | (-5) |
| Social Studies | 55% | 58% | -3 | (-4) |

Mathematics applications, mathematics computation, and reading vocabulary are the weakest skill areas; spelling, language mechanics, reference skills, and social studies are relative strengths. The differences between state and national results for last year are in parentheses for purposes of comparison. In almost all cases, the differences are smaller this year than they were last year. The decrease in the sizes of the differences constitutes an improvement in these cases. A more detailed examination of the right response summary can be made by examining the item results averaged by content areas within each skill area. The greatest weaknesses are problem solving in mathematics applications, division in mathematics computation, and main idea in reading comprehension. The relative strengths are capitalization and punctuation in language mechanics and usage in language expression.

## III. Performance of Students in Grade 11 Over Time

While it is useful to compare the data for each grade this year with those of the same grade last year, it is also desirable to examine longitudinal data (i.e., data available on the same group of students over a period of time). This is the first year that a comparable group of students has been tested using the same form of the CTBS. In the fall of 1973, a sample of ninth grade students was administered Level 3 of the CTBS. In the fall of 1975, a sample of eleventh grade students was administered Level 4 of the CTBS. The levels of the test are different because different grades were tested; however, the various levels are designed so that longitudinal comparisons can be made. The sampling techniques employed in selecting the sample for both years were identical, and, therefore, the samples are comparable except perhaps for changes in the population due to drop-outs and migration.

As shown in Table 4.11, the 1973 ninth grade median for the battery total was the 33rd percentile, while the 1975 eleventh grade median was the 37th percentile.

Table 4.11

COMPARISON OF 1973-74 GRADE 9 RESULTS WITH
1975-76 GRADE 11 RESULTS

| Skill Area | Actual, 1973-74 Grade 9 | | Projected, 1974-75, Grade 11 | | Actual, 1975-76 Grade 11 | |
|---|---|---|---|---|---|---|
| | Pctle. | Med. | Pctle. | Med. | Pctle. | Med. |
| Reading | 38th | 7.9 | 38th | 10.2[a] | 38th | 10.3[a] |
| Language | 40th | 7.9 | 40th | 10.3 | 43rd | 10.5 |
| Mathematics | 36th | 8.0 | 36th | 9.9 | 38th | 10.0 |
| Battery Total | 33rd | 7.7 | 33rd | 9.8 | 37th | 10.2 |
| Reference Skills | 42nd | 8.1 | 42nd | 10.3 | 48th | 10.9 |
| Science | 39th | 7.7 | 39th | 10.0 | 43rd | 10.3 |
| Social Studies | 40th | 7.9 | 40th | 10.2 | 44th | 10.6 |

Pctle. = Percentile
Med. = Median in Grade Equivalents

[a] Although the median grade equivalents are different, the percentiles are the same. This phenomenon is an artifact of the norm conversion tables.

This year's eleventh grade sample achieved at a higher level than did the ninth grade sample two years ago. Observation of the median grade equivalents for each skill area indicates that on the average this year's eleventh grade students are performing above projected levels in all areas. The median for reading held constant relative to the national norm while the medians for the other five skill areas and battery total improved relative to the national norm.

## IV. Performance of Title I and Non-Title I Students in Grades 4 and 7

Selection of Title I schools is based on an economic factor of low income. The criterion for establishing Title I reading and mathematics programs in qualifying schools involves having 35 percent or more of a school's students achieving in the bottom quarter of the national distribution as determined by a standardized test. Thus, Title I students are selected to participate in reading and mathematics programs on the basis of their degree of educational deprivation as defined by standardized test scores. The South Carolina Title I students who were included in the Statewide Testing Program were identified on the basis of their participation in Title I reading and mathematics programs. The Department does not receive frequency distribution reports for non-Title I students; however, the percentages of non-Title I students achieving in each quarter of the national distribution can be readily determined. The number of Title I students in each quarter is subtracted from the total number (all cases) of Title I and non-Title I students and then the percentages are calculated.

A. Performance of Title I Students in Grade 4

The Title I data for South Carolina's fourth grade students are presented in Table 4.12.

Table 4.12

PERCENTAGES OF STUDENTS IN EACH QUARTER OF THE NATIONAL DISTRIBUTION FOR BATTERY TOTAL, ALL STUDENTS AND TITLE I STUDENTS, GRADE 4

| National Percentile | All Students | | Title I | |
|---|---|---|---|---|
| | N | % | N | % |
| 76 - 99 | 5,993 | 13.7% | 141 | 1.2% |
| 51 - 75 | 7,170 | 16.4% | 417 | 3.6% |
| 26 - 50 | 13,503 | 31.0% | 2,662 | 22.8% |
| 1 - 25 | 16,933 | 38.8% | 8,462 | 72.4% |
| Total | 43,599 | 100.0% | 11,682 | 100.0% |

As expected of Title I students, most scored considerably below national norms. At the grade 4 level, 95 percent of the students obtained battery total scores in the lower half of the national quartile distribution. These results suggest that South Carolina schools are complying with federal law in their procedures for selecting students for participation in Title I programs.

It is worth noting that the median battery total for Title I fourth grade students increased from a grade equivalent of 2.5 to 2.6. This is primarily attributable to a slight increase in mathematics achievement. Since the population of Title I students fluctuates, it is important to examine the number of students tested to insure that changes in scores are

not due to changes in the eligible population. There were 11,511 Title I students last year and 11,682 this year; therefore, there was no significant change in the population sizes.

B. Performance of Non-Title I Students in Grade 4

The data for non-Title I fourth grade students are presented in Table 4.13.

Table 4.13

PERCENTAGES OF STUDENTS IN EACH QUARTER OF THE NATIONAL DISTRIBUTION FOR BATTERY TOTAL, ALL STUDENTS AND NON-TITLE I STUDENTS, GRADE 4

| National Percentile | All Students | | Non-Title I | |
|---|---|---|---|---|
| | N | % | N | % |
| 76 - 99 | 5,993 | 13.7% | 5,852 | 18.3% |
| 51 - 75 | 7,170 | 16.4% | 6,753 | 21.2% |
| 26 - 50 | 13,503 | 31.0% | 10,841 | 34.0% |
| 1 - 25 | 16,933 | 38.8% | 8,471 | 26.5% |
| Total | 43,599 | 100.0% | 31,917 | 100.0% |

The percentages of non-Title I students correspond more closely to those of the national distribution than do the percentages for all cases (Title I plus non-Title I); nevertheless, even when disadvantaged students are removed from the analysis, South Carolina's non-disadvantaged students are still below the national average for all students.

C. Performance of Title I Students in Grade 7

The Title I data for South Carolina's seventh grade students are summarized in Table 4.14.

Table 4.14

PERCENTAGES OF STUDENTS IN EACH QUARTER
OF THE NATIONAL DISTRIBUTION FOR
BATTERY TOTAL, ALL STUDENTS AND
TITLE I STUDENTS, GRADE 7

| National Percentile | All Students | | Title I | |
|---|---|---|---|---|
| | N | % | N | % |
| 76 - 99 | 7,452 | 14.8% | 84 | 1.0% |
| 51 - 75 | 10,080 | 20.0% | 367 | 4.2% |
| 26 - 50 | 13,949 | 27.7% | 1,813 | 20.5% |
| 1 - 25 | 18,940 | 37.6% | 6,577 | 74.4% |
| Total | 50,421 | 100.0% | 8,841 | 100.0% |

As expected, Title I students in grade 7 obtained low test scores. As in grade 4, 95 percent of the Title students obtained battery total scores in the lower half of the national distribution. Again the results are a strong indication that South Carolina's schools are complying with federal law in their procedures for selecting Title I students. The grade 7 median of 4.3 grade equivalents for battery total remained constant from last year to this year in spite of an increase of 400 students in the tested population (8,409 last year to 8,841 this year).

D. Performance of Non-Title I Students in Grade 7

The data for non-Title I seventh grade students in South Carolina are presented in Table 4.15.

Table 4.15

PERCENTAGES OF STUDENTS IN EACH QUARTER
OF THE NATIONAL DISTRIBUTION FOR
BATTERY TOTAL, ALL STUDENTS AND NON-TITLE I
STUDENTS, GRADE 7

| National Percentile | All Students | | Non-Title I | |
|---|---|---|---|---|
| | N | % | N | % |
| 76 - 99 | 7,452 | 14.8% | 7,368 | 17.7% |
| 51 - 75 | 10,080 | 20.0% | 9,713 | 23.4% |
| 26 - 50 | 13,949 | 27.7% | 12,136 | 29.2% |
| 1 - 25 | 18,940 | 37.6% | 12,363 | 29.7% |
| Total | 50,421 | 100.0% | 41,580 | 100.0% |

As in grade 4, the percentages of non-Title I students correspond more closely to those of the national distribution than do the percentages for all cases. Forty-one percent of the non-Title I students obtained battery total scores in the upper half of the national distribution, whereas only 35 percent of all students tested obtained battery total scores in the upper half.

## Chapter 5
## PERFORMANCE OF STUDENTS IN GRADE 11 ON THE STUDENT SURVEY AND ATTITUDE INVENTORY

### I. Student Survey Results

The student survey section of the SSAI consists of 25 questions which elicit factual information about the students and their parents, as well as information about the students' in-school and out-of-school experiences. Appendix A contains a copy of the instrument annotated with the number and percentage of students selecting each response to each of the 25 survey questions. The percentages are based upon the total number of responses to each survey question, and not the total number of students for whom there are useable records. The results provided for the survey section are purely descriptive in nature and serve merely as indicators of what eleventh graders are like and should help educators gain insight into the students in their schools. Because of the large number of questions, many tabulations are possible; however, only the more interesting results have been selected for discussion.

The composition of the eleventh grade sample by sex and by race is given in Tables 5.1 and 5.2 for the years 1974-75 and 1975-76.

Table 5.1

SURVEY RESULTS FOR SEX, GRADE 11

| | Percentages | |
|---|---|---|
| Sex | 1974-75 | 1975-76 |
| Male | 51.1% | 50.1% |
| Female | 48.9% | 49.9% |

Table 5.2

SURVEY RESULTS FOR RACE, GRADE 11

| Race | Percentages 1974-75 | 1975-76 |
|---|---|---|
| White | 64.9% | 56.8% |
| Black | 33.3% | 41.8% |
| Other[a] | 1.9% | 1.4% |

[a]"Other" includes the following minority groups: Oriental, American Indian, Spanish American, and other minority groups not in the aforementioned.

The percentages of males and females have remained essentially the same; however, the percentages of whites and blacks changed substantially. The percentage of whites decreased from 64.9 percent to 56.8 percent and the percentage of blacks increased from 33.3 percent to 41.8 percent. This change in racial composition should be considered in the interpretation of survey results from 1974-75 to 1975-76.

With respect to the student's program in school over time, the greatest proportion of students continued to be enrolled in college preparatory programs and the smallest, in commercial or business programs. (Refer to Table 5.3.). The 1975-76 percentages for college preparatory, general, and commercial or business were within one percentage point of last year's; however, the percentages for vocational and not yet decided were not as consistent. The proportion of students selecting vocational programs decreased from 20.0 percent to 16.2 percent, and the proportion that was undecided increased from 19.7 percent to 24.5 percent.

Table 5.3

SURVEY RESULTS FOR TYPE OF CURRICULUM,GRADE 11

| Type of Curriculum | Percentages by Year 1974-75 | 1975-76 |
|---|---|---|
| College Preparatory | 37.4% | 37.1% |
| General | 15.5% | 14.6% |
| Commercial/Business | 7.5% | 7.6% |
| Vocational | 20.0% | 16.2% |
| Not Yet Decided | 19.7% | 24.5% |

As indicated in Table 5.4, some change in the sample composition by grade point average also occurred from last year to this year.

Table 5.4

SURVEY RESULTS FOR GRADE POINT AVERAGE, GRADE 11

| Grade Point Average | Percentages by Year 1974-75 | 1975-76 |
|---|---|---|
| About an A Average | 12.2% | 12.4% |
| About a B Average | 44.7% | 49.7% |
| About a C Average | 39.6% | 35.8% |
| About a D Average | 3.1% | 2.0% |
| About an F Average | 0.4% | 0.1% |

A greater percentage (five percent more) of the students claimed an average grade of B, while a smaller percentage (five percent less) claimed an average grade of C. The proportions of students who said they made D's and F's remained extremely small.

One question requested information on the types of extra-curricular activities in which students were participating or planned to participate (Refer to question 4, a through j, in Appendix B.). It is interesting to note that at least 27.6 percent of the students was involved in each of the ten activities listed. The most popular activity was varsity sports in which 27.5 percent of the students was or planned to be active. Following closely in popularity was academic clubs in which 27.3 percent of the students was or planned to be active.[1] These results are not substantially different from last year's. In 1974-75 the percentages for not being a member ranged from 71.5 percent in varsity sports to 88.5 percent in service clubs. Again varsity sports surpassed the other activities in membership; however, service clubs, rather than student government, had the smallest membership.

The remainder of the discussion will be devoted to this year's results. These results are very similar to the 1974-75 survey results.

In another question, the students were requested to indicate how much time they spent doing each of six activities. (Refer to question 6, Appendix B.). The most interesting results in 1974-75 concerned the activities of studying, working at a paid job, and watching TV. Approximately three-fourths of the students spent six hours or less per week on homework; a very small percentage spent no time at all. Approximately 55 percent of the students did not work at a paid job. Approximately 54

percent spent six hours or less watching television, 23 percent spent seven to twelve hours, and 20.5 percent spent 13 or more hours.[2]

One series of items was related to how students felt about each of eight traits. (Refer to question 9, a through h, in Appendix B.). The options were extremely important, somewhat important, and not important. Over 50 percent of the students considered each of the following traits extremely important: to be a hard worker, to be well liked, to be intelligent, to be able to make decisions, to be able to get along with people of other races, religions, and customs, and to get good grades. The responses for the traits of contributing to the community and society and being good in sports were considered to be only somewhat important by the majority of students.

Another series of items similar to the ones previously discussed concerned how important students thought it was to their teachers for them to have the same eight traits. (Refer to question 11, a through h, in Appendix B.). The results indicated that students believe teachers place the most emphasis on being a hard worker and getting good grades: 72.4 percent of the students thought being a hard worker was extremely important to teachers, and 75.9 percent thought that getting good grades was.

Several interesting results are related to students' attitudes toward their teachers. (Refer to question 14, Appendix B.). Approximately 88 percent of the students felt that most teachers took their work seriously, and 79 percent felt that teachers were willing to talk with a student about a student's problems. These reflect positively on teachers; however, this question revealed two disturbing findings: 1) 55.2 percent of the students did not feel that their friends had very much respect for their teachers, and 2) 45.6 percent of the students felt that they were not treated with

respect at their schools. These two findings suggest a need for a change that will improve the students' respect for their teachers and vice versa.

One of the most interesting findings of the survey was that 62.8 percent of the eleventh grade students said that they were or would be "best friends" with someone of another race. Only 7.4 percent said that they would not be, and the remaining 29.8 percent said that they did not know. (Refer to question 16, Appendix B.).

The last questions in the student survey section were concerned with the level of education completed by the student's parents and the level that the student expected to attain. (Refer to questions 22, 23, 24, and 25 in Appendix B.). With respect to the highest level of education completed by each parent, students seemed to be more knowledgeable about the mother's educational level. Only 11.2 percent of the students did not know the highest educational level completed by their mothers, while 20.2 percent did not know the level completed by their fathers. Results related to the students' expected college plans indicated a relatively large amount of indecision. A majority of students (57.7 percent) felt that they would probably or definitely go to college; however, approximately one-fifth (19.1 percent) did not know. Results related to the student's expected educational level revealed that the eleventh graders in general appeared to have begun to make decisions concerning their future careers. Only 25 percent do not expect to go beyond high school, while 75 percent expected to either go to business or trade school, go to a two-year college, obtain a bachelor's degree, undertake some type of graduate education, or obtain a professional degree.

In general, the 1974-75 student survey results for grade 11 were consistent with the 1975-76 results. In spite of a significant change in racial composition, the results were fairly stable. The discrepancy between this year's and last year's results did not exceed five percentage points on any response. A substantially large proportion (ten percent or more) of students in the eleventh grade are undecided or do not know about the following areas: 1) program in school, 2) how important it is to their teachers for them to be a hard worker, be well-liked, contribute to community and society, to make decisions, to be athletic, and to get along with others, and 3) being best friends with a person of another race.

## II. Student Attitude Results

The attitude section of the Student Survey and Attitude Inventory, Form B consists of a series of 93 statements on each of which the student is asked to indicate his or her degree of agreement on a four-point scale. The statements have little intrinsic value individually; however, if they are grouped together by common characteristics, they can be used to determine students' feelings about their individual worth and their attitudes toward society. The statements are grouped into two major scales and nine subscales. The scales and subscales and what they measure are described in more detail in Chapter 3, Section II. The Individual Adequacy Scale consists of three subscales: Work-Orientation, Self-Reliance, and Identity; the Social Adequacy Scale also consists of three subscales: Social Commitment, Openness to Sociopolitical Change, and Tolerance of Individual and Cultural Differences. The following three subscales were not related to each other, and, therefore, do not constitute a separate major scale: Communication Skills, Enlightened Trust, and Knowledge of Major Roles.

The results are discussed in terms of subscale and scale means. The subscale means have a range of one to four and are generated by adding the response values for each subscale item (values range from one to four), and dividing by the total number of items to which the student responded. The appropriate subscale means are then summed for each student to determine the means for the Individual and Social Adequacy Scales. The scale means have a range of three to twelve. Since a mature response on some items requires a response of "agree strongly" and on others a response of "disagree strongly," some item responses were reversed in scoring to make responses consistent.

The reader should use extreme caution in the interpretation of the scale and subscale means. The relation of the means to psychosocial maturity has not been established. Does a score of 3.5 on Self-Reliance necessarily indicate a higher degree of Self-Reliance than a score of 3.0? If so, how much higher? Thus, the amount of change which constitutes a significant increase or decrease in a scale or subscale mean has yet to be determined for the purpose of comparing means for individuals or groups of students as well as for comparing means over time. An additional reason for exercising caution is that means are not comparable across subscales or scales. In other words, a score of 2.7 on Work Orientation is not necessarily more positive than a score of 2.5 on another subscale. The same holds true for scale means.

As mentioned previously, the Individual Adequacy Scale is used to measure self-concept. Self-concept is usually equated with self-worth; however, the SDE has adopted a broader definition and regards self-concept as the ability of an individual to function adequately in this society

(Individual Adequacy). Self-Reliance, Work-Orientation, and Identity are the attributes that an individual must acquire in order to function in society on his or her own. Individuals who are self-reliant are independent, have a sense of control over their lives, and have initiative. Individuals who have acquired work-orientation and have general work skills are able to recognize standards of competent task performance and have the capacity to experience pleasure in work. Individuals who have identity know who they are, what they believe in, what they want, and also have a sense of their worth as persons (Greenberger and Sorenson, 1973). Thus, self-concept, in the more familiar context, is a component of identity.

In Table 5.5 this year's attitude results for the eleventh grade are compared with last year's. There has been no substantial change in Individual Adequacy from 1974-75 to 1975-76, as indicated by the subscale and scale means. Thus, it can be concluded that there has been no significant change in student self-concept. The Social Adequacy Scale mean and related subscale means show an insignificant amount of change. Although the mean for tolerance increased from 2.9 to 3.0, resulting in the change from 8.8 to 8.9 in the Social Adequacy Scale, eleventh grade students exhibit essentially the same degree of Social Commitment, Tolerance of Individual and Cultural Differences, and Openness to Sociopolitical Change, and consequently, Social Adequacy. The mean for Communication Skills increased slightly from 2.6 to 2.7; the mean for Enlightened Trust remained the same; and the mean for Knowledge of Major Roles decreased from 3.1 to 3.0.

One interesting observation relates to racial composition of the eleventh grade sample. In the section on the survey results it was pointed out

Table 5.5

SUBSCALE AND SCALE MEANS
FOR 1974-75 and 1975-76,
GRADE 11

| Scales[a] and Subscales | Means 1974-75 | Means 1975-76 |
|---|---|---|
| Individual Adequacy | 8.6 | 8.7 |
| Work-Orientation | 2.7 | 2.7 |
| Self-Reliance | 3.0 | 3.0 |
| Identity | 2.9 | 2.9 |
| Social Adequacy | 8.8 | 8.9 |
| Social Commitment | 2.9 | 2.9 |
| Tolerance | 2.9 | 3.0 |
| Openness to Socio-political Change | 3.0 | 3.0 |
| Communication Skills[b] | 2.6 | 2.7 |
| Enlightened Trust[b] | 2.5 | 2.5 |
| Knowledge of Major Roles[b] | 3.1 | 3.0 |

[a] Scale and subscale means are calculated independently of each other.

[b] These subscales do not relate to each other, and, therefore, no scale has been assigned.

that there had been a substantial change in the racial composition of the sample from last year to this year. There were approximately five percent more blacks in this year's sample; nevertheless, as pointed out, the results changed very little from last year to this year.

## Footnotes

[1] The percentage of students "who was or planned to be active" was determined by summing the percentages for the following original response categories: "member but not very active," "member and very active," and "leader or officer in this activity."

[2] The category "six hours or less" includes two of the original response categories: "less than 3 hours" and "3-6 hours." The category "13 or more hours" also includes two of the original response categories: "13-20 hours" and "21 or more hours."

APPENDIX A

Comprehensive Tests of Basic Skills

Summary of Results for South Carolina

MEDIANS, MEANS, AND SAMPLE SIZES (N)
GRADES 4, 7, AND 11
ALL STUDENTS AND TITLE I STUDENTS
1974-75 AND 1975-76

| GRADE | STUDENT GROUP | STATISTIC | READING TOTAL | | LANGUAGE TOTAL | | MATHEMATICS TOTAL | | BATTERY TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 74-75 | 75-76 | 74-75 | 75-76 | 74-75 | 75-76 | 74-75 | 75-76 |
| 4 | All Students | Median (GE) | 3.4 | 3.5 | 3.3 | 3.5 | 3.4 | 3.5 | 3.4 | 3.6 |
| | | Mean (GE)* | 3.4 | 3.5 | 3.3 | 3.4 | 3.4 | 3.5 | 3.3 | 3.4 |
| | | N | 47,839 | 44,662 | 47,714 | 44,487 | 47,503 | 44,405 | 46,640 | 43,599 |
| 4 | Title I Students | Median (GE) | 2.2 | 2.3 | 2.4 | 2.5 | 2.7 | 2.8 | 2.5 | 2.6 |
| | | Mean (GE)* | 2.4 | 2.4 | 2.5 | 2.5 | 2.7 | 2.8 | 2.6 | 2.6 |
| | | N | 11,909 | 12,095 | 11,852 | 12,024 | 11,797 | 11,922 | 11,511 | 11,682 |
| 7 | All Students | Median (GE) | 6.2 | 6.2 | 5.9 | 6.1 | 6.0 | 6.1 | 6.0 | 6.1 |
| | | Mean (GE)* | 6.1 | 6.1 | 5.8 | 5.8 | 6.0 | 6.0 | 6.1 | 6.1 |
| | | N | 52,046 | 51,817 | 51,663 | 51,497 | 51,805 | 51,665 | 50,413 | 50,421 |
| 7 | Title I Students | Median (GE) | 4.0 | 4.1 | 3.7 | 3.7 | 4.8 | 4.8 | 4.3 | 4.3 |
| | | Mean (GE)* | 4.1 | 4.0 | 3.7 | 3.6 | 4.6 | 4.6 | 4.2 | 4.1 |
| | | N | 8,724 | 9,190 | 8,651 | 9,118 | 8,670 | 9,138 | 8,409 | 8,841 |
| 11 | All Students | Median (GE) | 10.4 | 10.3 | 10.4 | 10.5 | 9.9 | 10.0 | 10.1 | 10.2 |
| | | Mean (GE)* | 10.4 | 10.2 | 10.6 | 10.5 | 9.8 | 9.7 | 10.1 | 10.0 |
| | | N | 4,532 | 4,816 | 4,458 | 4,610 | 4,391 | 4,730 | 4,282 | 4,483 |

*Mean for Fall, 1974 and Fall, 1975 was calculated based on scale scores, then converted to mean grade equivalent.

PERCENTAGES OF SOUTH CAROLINA STUDENTS IN EACH QUARTER OF THE NATIONAL NORMATIVE DISTRIBUTION
GRADES 4, 7, AND 11
ALL STUDENTS, TITLE I STUDENTS, AND NON-TITLE I STUDENTS
1974-75 AND 1975-76

| GRADE | STUDENT GROUP | NATIONAL PERCENTILE | READING TOTAL | | LANGUAGE TOTAL | | MATH TOTAL | | BATTERY TOTAL | | REFERENCE SKILLS | | SCIENCE | | SOCIAL STUDIES | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 74-75 | 75-76 | 74-75 | 75-76 | 74-75 | 75-76 | 74-75 | 75-76 | 74-75 | 75-76 | 74-75 | 75-76 | 74-75 | 75-76 |
| 4 | All Students | 76-99 | 12.9 | 13.8 | 14.6 | 15.7 | 11.3 | 12.7 | 12.4 | 13.7 | 19.2 | 21.0 | 17.0 | 18.2 | 15.9 | 16.4 |
| | | 51-75 | 19.5 | 20.5 | 22.2 | 23.2 | 15.8 | 16.8 | 15.7 | 16.4 | 17.3 | 18.0 | 20.1 | 20.6 | 20.5 | 21.3 |
| | | 26-50 | 23.9 | 24.0 | 24.0 | 23.9 | 29.2 | 29.6 | 30.9 | 31.0 | 23.3 | 22.4 | 21.7 | 21.6 | 19.8 | 20.0 |
| | | 1-25 | 43.7 | 41.8 | 39.1 | 37.2 | 43.7 | 40.8 | 41.0 | 38.8 | 40.2 | 38.5 | 41.2 | 39.7 | 43.8 | 42.3 |
| 4 | Title I Students | 76-99 | 1.2 | 1.5 | 1.9 | 1.8 | 1.0 | 1.6 | .9 | 1.2 | 2.9 | 3.3 | 2.0 | 2.4 | 1.7 | 2.0 |
| | | 51-75 | 5.1 | 5.3 | 7.8 | 8.3 | 4.1 | 4.1 | 3.3 | 3.6 | 7.0 | 7.4 | 8.5 | 8.2 | 7.3 | 7.8 |
| | | 26-50 | 18.4 | 18.7 | 21.7 | 21.7 | 21.3 | 22.2 | 22.7 | 22.8 | 22.2 | 21.6 | 19.8 | 20.2 | 19.3 | 19.7 |
| | | 1-25 | 75.3 | 74.5 | 68.6 | 68.2 | 73.6 | 72.2 | 73.0 | 72.4 | 67.9 | 67.7 | 69.7 | 69.1 | 71.7 | 70.5 |
| 7 | Non-Title I Students | 76-99 | 16.8 | 18.3 | 18.8 | 20.9 | 14.7 | 16.8 | 16.1 | 18.3 | 24.6 | 27.6 | 22.0 | 24.0 | 20.6 | 21.7 |
| | | 51-75 | 24.3 | 26.1 | 27.0 | 28.7 | 19.7 | 21.5 | 19.8 | 21.2 | 20.7 | 22.0 | 23.9 | 25.1 | 24.9 | 26.3 |
| | | 26-50 | 25.7 | 26.0 | 24.8 | 24.7 | 31.8 | 32.4 | 33.6 | 34.0 | 23.7 | 22.7 | 22.4 | 22.1 | 20.0 | 20.1 |
| | | 1-25 | 33.2 | 29.6 | 29.4 | 25.7 | 33.8 | 29.3 | 30.5 | 26.5 | 31.0 | 27.7 | 31.7 | 28.8 | 34.5 | 32.0 |
| 7 | All Students | 76-99 | 17.1 | 16.9 | 17.3 | 16.7 | 11.4 | 11.2 | 15.3 | 14.8 | 22.3 | 22.8 | 19.5 | 19.2 | 18.9 | 18.2 |
| | | 51-75 | 21.0 | 20.7 | 22.2 | 21.8 | 17.9 | 17.4 | 20.2 | 20.0 | 24.0 | 23.8 | 25.7 | 25.6 | 21.3 | 20.8 |
| | | 26-50 | 27.4 | 27.7 | 26.3 | 27.0 | 32.7 | 34.1 | 27.0 | 27.7 | 23.7 | 23.7 | 22.2 | 22.7 | 27.5 | 28.2 |
| | | 1-25 | 34.4 | 34.6 | 34.2 | 34.5 | 37.9 | 37.3 | 37.5 | 37.6 | 30.0 | 29.6 | 32.6 | 32.6 | 32.2 | 32.9 |
| 7 | Title I Students | 76-99 | 1.2 | 1.6 | 1.5 | 1.7 | .9 | .9 | .7 | 1.0 | 3.2 | 3.8 | 2.2 | 2.3 | 1.8 | 1.9 |
| | | 51-75 | 5.7 | 5.2 | 7.4 | 7.3 | 4.0 | 4.0 | 4.2 | 4.2 | 12.2 | 11.3 | 11.5 | 10.4 | 7.3 | 7.0 |
| | | 26-50 | 24.2 | 23.0 | 25.9 | 24.0 | 26.4 | 25.8 | 22.0 | 20.5 | 26.9 | 26.2 | 25.6 | 24.1 | 29.8 | 29.1 |
| | | 1-25 | 68.9 | 70.1 | 65.2 | 67.0 | 68.7 | 69.2 | 73.1 | 74.4 | 57.7 | 58.7 | 60.7 | 63.1 | 61.2 | 62.0 |
| 7 | Non-Title I Students | 76-99 | 20.4 | 20.2 | 20.5 | 20.0 | 13.5 | 13.4 | 18.3 | 17.7 | 26.1 | 26.9 | 22.9 | 22.8 | 22.3 | 21.7 |
| | | 51-75 | 24.1 | 24.1 | 25.2 | 25.0 | 20.7 | 20.3 | 23.5 | 23.4 | 26.4 | 26.5 | 28.6 | 28.9 | 24.2 | 23.7 |
| | | 26-50 | 28.0 | 28.8 | 26.4 | 27.6 | 34.0 | 35.9 | 27.9 | 29.2 | 23.0 | 23.2 | 21.6 | 22.3 | 27.1 | 28.0 |
| | | 1-25 | 27.5 | 27.0 | 27.9 | 27.5 | 31.7 | 30.4 | 30.3 | 29.7 | 24.4 | 23.4 | 26.9 | 26.0 | 26.4 | 26.6 |
| 11 | All Students | 76-99 | 18.6 | 16.1 | 22.4 | 20.2 | 14.6 | 13.3 | 17.2 | 15.0 | 23.3 | 21.6 | 22.1 | 19.6 | 22.0 | 20.2 |
| | | 51-75 | 22.2 | 22.4 | 20.9 | 21.9 | 20.8 | 21.9 | 19.8 | 20.6 | 23.3 | 24.5 | 20.8 | 22.1 | 22.0 | 23.9 |
| | | 26-50 | 21.5 | 22.0 | 23.9 | 23.9 | 27.0 | 25.9 | 25.7 | 25.2 | 26.6 | 25.3 | 21.2 | 21.8 | 23.9 | 23.6 |
| | | 1-25 | 37.7 | 39.5 | 32.8 | 34.0 | 37.7 | 38.9 | 37.3 | 39.1 | 26.8 | 28.5 | 35.9 | 36.5 | 32.0 | 32.2 |

SCALE SCORES, NATIONAL PERCENTILES, AND GRADE EQUIVALENTS
GRADES 4, 7, AND 11
ALL CASES
1975-76

| SKILL AREA | GRADE 4 | | | GRADE 7 | | | GRADE 11 | | |
|---|---|---|---|---|---|---|---|---|---|
| | SS | NP | GE | SS | NP | GE | SS | NP | GE |
| Read. Vocab. | 364 | 34 | 3.4 | 474 | 39 | 6.3 | 600 | 37 | 10.2 |
| Read. Compr. | 393 | 38 | 3.5 | 492 | 44 | 6.2 | 597 | 40 | 10.2 |
| *Read. Total | 369 | 35 | 3.5 | 475 | 41 | 6.2 | 593 | 38 | 10.3 |
| Lang. Mech. | 423 | 41 | 3.6 | 487 | 43 | 5.8 | 578 | 47 | 10.8 |
| Lang. Expr. | 420 | 37 | 3.4 | 500 | 43 | 6.2 | 589 | 41 | 10.3 |
| Lang. Spell. | 416 | 42 | 3.6 | 484 | 43 | 6.2 | 582 | 43 | 10.5 |
| *Lang. Total | 403 | 41 | 3.5 | 478 | 42 | 6.1 | 578 | 43 | 10.5 |
| Math. Compr. | 355 | 34 | 3.6 | 451 | 38 | 6.3 | 552 | 40 | 9.9 |
| Math. Cncpt. | 372 | 37 | 3.5 | 458 | 40 | 6.2 | 605 | 43 | 10.5 |
| Math Appli. | 364 | 36 | 3.5 | 469 | 41 | 6.4 | 562 | 35 | 9.7 |
| *Math. Total | 355 | 35 | 3.5 | 449 | 36 | 6.1 | 569 | 38 | 10.0 |
| **Batry. Total | 346 | 37 | 3.6 | 448 | 37 | 6.1 | 588 | 37 | 10.2 |
| Refer. Skills | 401 | 42 | 3.8 | 502 | 45 | 6.6 | 627 | 48 | 10.9 |
| Science | 389 | 38 | 3.5 | 490 | 46 | 6.6 | 575 | 43 | 10.3 |
| Soc. Studies | 384 | 36 | 3.5 | 476 | 41 | 5.8 | 582 | 44 | 10.6 |

SS = Scale Score
NP = National Percentile
GE = Grade Equivalent

APPENDIX B

Annotated Copy of the South Carolina

Student Survey and Attitude Inventory, Form B

STUDENT SURVEY AND ATTITUDE INVENTORY:
DEFINITION OF SCALES AND SUBSCALES IN
TERMS OF ATTITUDE ITEMS

| SCALE | SUBSCALE | NO. OF ITEM IN SSAI INSTRUMENT |
|---|---|---|
| INDIVIDUAL ADEQUACY | Work Orientation (WO) | 26, 34, 43, 52, 62, 71, 80, 89, 99, 108 |
| | Self-Reliance (SR) | 29, 38, 47, 56, 66, 74, 84, 93, 103, 111 |
| | Identity (I) | 32, 41, 50, 59, 69, 77, 87, 96, 106, 114 |
| SOCIAL ADEQUACY | Social Commitment (SC) | 33, 42, 51, 61, 70, 79, 88, 98, 107, 115, 118 |
| | Tolerance (T) | 28, 37, 46, 55, 65, 73, 83, 92, 102, 110, 116 |
| | Openness to Socio-Political Change (OC) | 30, 39, 48, 57, 67, 75, 85, 94, 104, 112, 117 |
| NO RELATED SCALE | Communication Skills (CS) | 27, 36, 45, 54, 64, 72, 82, 91, 101, 109 |
| | Enlightened Trust (ET) | 35, 44, 53, 60, 63, 78, 81, 90, 97, 100 |
| | Knowledge of Major Roles (KMR) | 31, 40, 49, 58, 68, 76, 86, 95, 105, 113 |

STUDENT SURVEY AND ATTITUDE INVENTORY

This questionnaire asks you to tell something about your experience in school and about your family and your life outside of school. It also asks your opinions about yourself, and other people and things. Your answers will be kept strictly confidential; your name will not be used with your answers.

Please complete the information requested in the lower right hand corner of this page as you are instructed to do so.

Use a soft lead (No.2) pencil.
Fill in response oval completely.
If you make a mistake, erase the mark completely and then make a new mark.

Mark only one oval per item unless the directions tell you to mark more than one.

For Teacher Use Only:

# FORM B

N = NUMBER OF STUDENTS
% = PERCENTAGE OF STUDENTS

1. Which description fits you best?

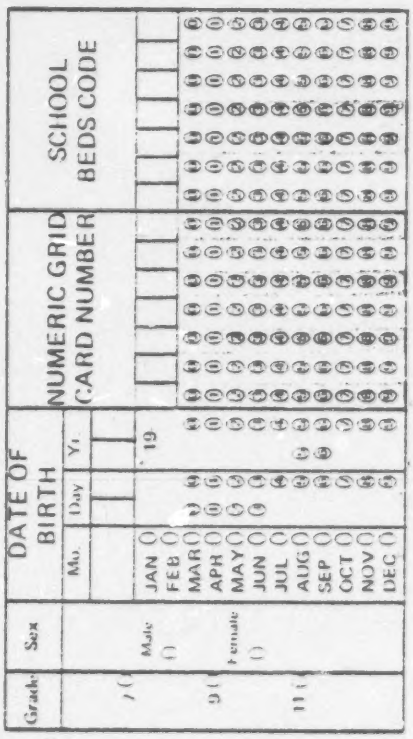
| N | % | |
|---|---|---|
| 2313 | 56.8 | White |
| 1702 | 41.8 | Black |
| 14 | 0.3 | Oriental |
| 21 | 0.5 | American Indian |
| 3 | 0.1 | Spanish American |
| 19 | 0.5 | Other |

2. What is your curriculum or program in school?

| N | % | |
|---|---|---|
| 1497 | 37.1 | College Preparatory |
| 589 | 14.6 | General |
| 305 | 7.6 | Commercial or Business |
| 651 | 16.2 | Vocational |
| 988 | 24.5 | Not yet decided |

3. What grade do you make in most of your school subjects?

| N | % | |
|---|---|---|
| 501 | 12.4 | About an A average (90 to 100) |
| 2012 | 49.7 | About a B average (80 to 89) |
| 1448 | 35.8 | About a C average (70 to 79) |
| 82 | 2.0 | About a D average (60 to 69) |
| 5 | 0.1 | About an F average (lower than 60) |



4. For each of the following activities in which you are participating or plan to participate in this year, please blacken the appropriate oval on each line.

| | NOT A MEMBER of this activity | | A MEMBER but NOT very active | | A MEMBER and VERY ACTIVE | | A LEADER or OFFICER in this activity | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| a. Academic clubs (e.g., science club, French club, honor societies, etc.) | 2942 | 72.7 | 418 | 10.3 | 535 | 13.2 | 153 | 3.8 |
| b. Music, drama and speech (e.g., chorus, debate club, etc.) | 3078 | 76.3 | 240 | 5.9 | 637 | 15.8 | 79 | 2.0 |
| c. Hobby clubs (e.g., chess club, photography club, cooking club, etc.) | 3318 | 82.6 | 184 | 4.6 | 442 | 11.0 | 75 | 1.9 |
| d. Service clubs (e.g., library and office aides, etc.) | 3417 | 85.1 | 156 | 3.9 | 376 | 9.4 | 67 | 1.7 |
| e. Social clubs or committees (e.g., dance committee, etc.) | 3361 | 83.7 | 181 | 4.5 | 409 | 10.2 | 66 | 1.6 |
| f. Publications (e.g., newspapers, yearbook, etc.) | 3432 | 85.5 | 148 | 3.7 | 331 | 8.2 | 105 | 2.6 |
| g. Student government (e.g., class secretary, vice-president of student body, etc.) | 3443 | 85.6 | 141 | 3.5 | 265 | 6.6 | 175 | 4.3 |
| h. Varsity sports (competition with other schools) | 2919 | 72.4 | 182 | 4.5 | 832 | 20.6 | 98 | 2.4 |
| i. Intramural sports (competition with other classes or groups within your own school) | 3003 | 75.1 | 252 | 6.3 | 686 | 17.1 | 59 | 1.5 |
| j. Sports-related activities (e.g., cheerleader, majorettes, band, etc.) | 3287 | 81.6 | 102 | 2.5 | 522 | 13.0 | 118 | 2.9 |

5. In how many separate school clubs, organizations, activities, or committees do you plan to participate this year?

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 or more |
|---|---|---|---|---|---|---|---|---|---|---|
| N | 773 | 825 | 654 | 456 | 263 | 97 | 33 | 28 | 62 | 0 |
| % | 24.2 | 25.8 | 20.5 | 14.3 | 8.2 | 3.0 | 1.2 | 0.9 | 1.9 | 0.0 |

6. On the average, how many hours per week do you spend doing each of the following things? (Mark one oval on each line.)

| | | None | Less than 2 hours | 3-6 hours | 7-12 hours | 13-20 hours | 21 or more hours |
|---|---|---|---|---|---|---|---|
| a. Participating in school clubs, teams, committees, or activities | N | 1627 | 1181 | 708 | 332 | 173 | 64 |
| | % | 39.8 | 28.9 | 17.3 | 8.1 | 4.2 | 1.6 |
| b. Doing homework or studying | N | 133 | 1740 | 1288 | 694 | 197 | 56 |
| | % | 3.2 | 42.4 | 31.4 | 16.9 | 4.8 | 1.4 |
| c. Working at a paid job | N | 2252 | 221 | 496 | 431 | 268 | 403 |
| | % | 55.3 | 5.4 | 12.2 | 10.6 | 6.6 | 9.9 |
| d. Participating in organized group activities OUTSIDE OF SCHOOL (e.g., church groups, scouts, hospital aides, community projects) | N | 1698 | 973 | 994 | 274 | 82 | 47 |
| | % | 41.7 | 23.9 | 24.4 | 6.7 | 2.0 | 1.2 |
| e. Getting together with or talking on the phone with friends | N | 300 | 1635 | 1006 | 537 | 278 | 348 |
| | % | 7.3 | 39.8 | 24.5 | 13.1 | 6.8 | 8.5 |
| f. Watching TV | N | 122 | 854 | 1360 | 930 | 447 | 393 |
| | % | 3.0 | 20.8 | 33.1 | 22.6 | 10.9 | 9.6 |

7. About how many days are you absent from school on the average?

| N | % | |
|---|---|---|
| 1514 | 36.8 | Almost never absent |
| 1736 | 42.2 | A few days a year |
| 655 | 15.9 | Once or twice a month |
| 157 | 3.8 | About once a week |
| 50 | 1.2 | More than once a week |

8. How frequently do you attend school functions like dances, sports events, class plays, etc.?

| N | % | |
|---|---|---|
| 1708 | 41.6 | Most of the time |
| 876 | 21.3 | Often |
| 1281 | 31.2 | Once in awhile |
| 242 | 5.9 | Never |

9. Below is a list of traits or brief descriptions of what a person may be like. People, of course, feel differently about what they want to be like.

How important is it to YOU to be like each of the descriptions below?

| | | Extremely Important | | Somewhat Important | | Not Important | |
|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % |
| a. | A hard worker | 2806 | 68.3 | 1224 | 29.8 | 80 | 1.9 |
| b. | Well-liked | 2313 | 56.4 | 1551 | 37.8 | 234 | 5.7 |
| c. | Contribute to my community and society | 1297 | 31.8 | 2329 | 57.0 | 457 | 11.2 |
| d. | Intelligent | 2577 | 62.7 | 1410 | 34.3 | 124 | 3.0 |
| e. | Make my own decisions | 3151 | 77.0 | 878 | 21.5 | 63 | 1.5 |
| f. | Good in sports | 1216 | 29.6 | 1903 | 46.3 | 988 | 24.1 |
| g. | Get along with people of other races, religions and customs | 2731 | 66.6 | 1233 | 30.1 | 134 | 3.3 |
| h. | Get good grades | 2710 | 65.9 | 1302 | 31.6 | 102 | 2.5 |

10. How important is it to most of YOUR FRIENDS to be like each description below?

| | | Extremely Important | | Somewhat Important | | Not Important | |
|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % |
| a. | A hard worker | 1580 | 38.5 | 2165 | 52.8 | 358 | 8.7 |
| b. | Well-liked | 2252 | 55.0 | 1567 | 38.3 | 272 | 6.6 |
| c. | Contribute to their community and society | 900 | 22.1 | 2253 | 55.3 | 920 | 22.6 |
| d. | Intelligent | 1880 | 45.9 | 1853 | 45.3 | 360 | 8.8 |
| e. | Make their own decisions | 2661 | 65.2 | 1231 | 30.2 | 189 | 4.6 |
| f. | Good in sports | 1262 | 30.8 | 1838 | 44.9 | 991 | 24.2 |
| g. | Get along with people of other races, religions and customs | 1795 | 43.9 | 1870 | 45.7 | 425 | 10.4 |
| h. | Get good grades | 1885 | 45.9 | 1801 | 43.9 | 417 | 10.2 |

11. How important is it to most of your TEACHERS for YOU to be like each of the descriptions below?

| | | Extremely Important | | Somewhat Important | | Not Important | | I don't know | |
|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % |
| a. | A hard worker | 2976 | 72.4 | 640 | 15.6 | 67 | 1.6 | 425 | 10.3 |
| b. | Well-liked | 1387 | 33.9 | 1329 | 32.5 | 476 | 11.6 | 902 | 22.0 |
| c. | Contribute to my community and society | 1353 | 33.2 | 1262 | 31.0 | 339 | 8.3 | 1117 | 27.4 |
| d. | Intelligent | 2839 | 69.4 | 898 | 21.9 | 75 | 1.8 | 280 | 6.8 |
| e. | Make my own decisions | 2131 | 52.5 | 1082 | 26.6 | 256 | 6.3 | 593 | 14.6 |
| f. | Good in sports | 696 | 17.0 | 1140 | 27.9 | 1078 | 26.4 | 1170 | 28.6 |
| g. | Get along with people of other races, religions and customs | 2247 | 55.0 | 1049 | 25.7 | 154 | 3.8 | 633 | 15.5 |
| h. | Get good grades | 3116 | 75.9 | 599 | 14.6 | 94 | 2.3 | 298 | 7.3 |

12. If, for some reason, there were to be no more school, how much would you miss the following things? (Mark one oval on each line.)

| | | I would miss it a lot | | I would miss it a little | | I would not miss it at all | |
|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % |
| a. | Discussing things with my teachers | 906 | 22.0 | 2111 | 51.3 | 1096 | 26.6 |
| b. | Taking courses | 1585 | 38.7 | 1817 | 44.3 | 698 | 17.0 |
| c. | Participating in school activities | 1963 | 48.0 | 1269 | 31.0 | 855 | 20.9 |
| d. | Seeing my friends | 3149 | 76.9 | 731 | 17.8 | 217 | 5.3 |

13. How many of your teachers take a personal interest in you?

| N | % | | |
|---|---|---|---|
| 346 | 8.4 | ⬭ | All of them |
| 998 | 24.3 | ⬭ | Most of them |
| 1033 | 25.2 | ⬭ | Some of them |
| 1281 | 31.2 | ⬭ | A few of them |
| 433 | 10.8 | ⬭ | None of them |

14. Mark the oval under TRUE when the statement is generally true. Mark the oval under FALSE when the statement is generally false. (Mark one oval on each line.)

| TRUE N | TRUE % | | FALSE N | FALSE % |
|---|---|---|---|---|
| 3627 | 88.1 | Most teachers here take their work seriously. | 491 | 11.9 |
| 2277 | 55.4 | Students here are expected to do a lot of projects on their own. | 1830 | 44.6 |
| 1740 | 42.5 | Teachers here work only as hard as they have to. | 2350 | 57.5 |
| 2101 | 51.4 | Students here have to do everything just the way the teacher says. | 1983 | 48.6 |
| 3229 | 79.2 | My teachers are willing to talk with a student about a student's problems. | 846 | 20.8 |
| 1839 | 44.8 | My friends here at school don't respect their teachers very much. | 2266 | 55.2 |
| 2213 | 54.4 | Students at this school are treated with respect. | 1857 | 45.6 |

15. Do your parents know the names of the teachers you have this year?

| N | % | |
|---|---|---|
| 918 | 22.3 | Yes, they know ALL of their names. |
| 1856 | 45.1 | Yes, they know SOME of their names. |
| 1342 | 32.6 | No, they know VERY FEW or NONE of them. |

16. Are you or would you be "best friends" with someone of another race?

| N | % | |
|---|---|---|
| 2582 | 62.8 | Yes |
| 303 | 7.4 | No |
| 1226 | 29.8 | I don't know |

17. Do your parents participate in any activities related to your school (e.g., PTA meetings, volunteer helper, bake sales, school board meetings)?

| N | % | |
|---|---|---|
| 1788 | 43.5 | Never |
| 1751 | 42.6 | Occasionally |
| 570 | 13.9 | Often |

18. In this area, what is your school particularly noted for? That is, what kind of reputation does it have? (Mark as many ovals as apply.)

| N | % [1] | |
|---|---|---|
| 1599 | | A school that is particularly good academically |
| 1450 | | A school with a very good vocational program |
| 1086 | | A school with an especially good faculty |
| 1836 | | A school with outstanding athletic teams |
| 594 | | A school that is "easy" -- where you don't have to work too hard |
| 980 | | A school that is "hard" -- where you have to work a lot |

[1] Because this is a multiple response item, percentages are not provided.

19. How frequently do you get together outside of school with your friends?

| N | % | |
|---|---|---|
| 1653 | 40.1 | Every day |
| 1437 | 34.9 | Several times a week |
| 572 | 13.9 | About once a week |
| 203 | 4.9 | Once or twice a month |
| 254 | 6.2 | Infrequently |

20. How frequently do you date or go out with a friend of the opposite sex?

| N | % | |
|---|---|---|
| 192 | 4.7 | Every day |
| 1014 | 24.8 | Several times a week |
| 1210 | 29.6 | About once a week |
| 712 | 17.4 | Once or twice a month |
| 531 | 13.0 | A few times a year |
| 434 | 10.6 | Never |

21. Where do you spend your school day?

| N | % | |
|---|---|---|
| 3194 | 77.9 | All day at this school |
| 722 | 17.6 | Part of the day here, part at a vocational or technical school |
| 185 | 4.5 | Part of the day here, part out of this school in a work-study program |

22. Mark the highest level of education your father completed.

| N | % | |
|---|---|---|
| 326 | 8.0 | Some grade school |
| 200 | 4.9 | Finished grade school |
| 761 | 18.6 | Some high school |
| 966 | 23.6 | High school diploma |
| 336 | 8.2 | Some college |
| 393 | 9.6 | College graduate |
| 81 | 2.0 | Some graduate or professional school after college |
| 208 | 5.1 | Professional or graduate degree |
| 829 | 20.2 | Don't know |

23. Mark the highest level of education your mother completed.

| N | % | |
|---|---|---|
| 188 | 4.6 | Some grade school |
| 168 | 4.1 | Finished grade school |
| 951 | 23.2 | Some high school |
| 1412 | 34.5 | High school diploma |
| 317 | 7.7 | Some college |
| 372 | 9.1 | College graduate |
| 94 | 2.3 | Some graduate or professional school after college |
| 136 | 3.3 | Professional or graduate degree |
| 460 | 11.2 | Don't know |

24. Do you think you will go to college?

| N | % | |
|---|---|---|
| 413 | 10.1 | Definitely no |
| 540 | 13.1 | Probably no |
| 1288 | 31.3 | Probably yes |
| 1083 | 26.4 | Definitely yes |
| 785 | 19.1 | Don't know |

25. Mark the highest level of education you expect to complete.

| N | % | |
|---|---|---|
| 41 | 1.0 | I do not expect to finish high school. |
| 977 | 24.0 | High school |
| 844 | 20.7 | Business or trade school |
| 624 | 15.3 | Two-year college |
| 776 | 19.0 | A bachelor's degree (4 years) |
| 373 | 9.2 | A master's degree or some graduate education |
| 440 | 10.8 | A professional degree (medicine, law, etc.) or a doctorate (e.g., in physics, English, etc.) |

For the rest of the items you are to indicate whether you Agree Strongly, Agree a Little, Disagree a Little, or Disagree Strongly. Remember that your answers will be kept confidential; therefore, please answer all items exactly the way you really feel. Please answer each item as quickly as possible since there are many items to read.

| | Agree Strongly | Agree a Little | Disagree a Little | Disagree Strongly |
|---|---|---|---|---|
| 26. WO When a job turns out to be much harder than I was told it would be, I don't feel I have to do it perfectly. | | | | |
| 27. CS I find it easy to explain what I think or believe. | | | | |
| 28. T If a friend whose ideas about God are very different from mine gave me a religious magazine to read, I wouldn't read it. | | | | |
| 29. SR It's not very practical to try to decide what kind of job you want because that depends so much on other people. | | | | |
| 30. OC A man shouldn't cook dinner for his wife and children unless the wife is sick. | | | | |
| 31. KMR If you see a coat you think you might like to buy, the salesperson should agree to save it for as long as it takes you to decide. | | | | |
| 32. I I can't really say what my interests are. | | | | |
| 33. SC I would rather use my free time to enjoy myself than to help raise money for a neighborhood project. | | | | |
| 34. WO I find it hard to stick to anything that takes a long time to do. | | | | |
| 35. ET If people are picked in a fair way to be on a trial jury, they are sure to reach a fair decision. | | | | |
| 36. CS It would be hard to write a letter explaining why I should be hired for a job. | | | | |

| | | Agree Strongly | Agree a Little | Disagree a Little | Disagree Strongly |
|---|---|---|---|---|---|
| 37. T | You should avoid spending too much time with people who are not approved of, even though you think they are really all right. | | | | |
| 38. SR | In a group I prefer to let other people make the decisions. | | | | |
| 39. OC | We should limit the number of women who can train for jobs usually held by men, such as dentist or engineer. | | | | |
| 40. KMR | If I find something on the sidewalk, it's mine because I found it. | | | | |
| 41. I | I never seem to feel the same about myself from one week to the next. | | | | |
| 42. SC | Why work for something that others will enjoy if you won't be alive to enjoy it too? | | | | |
| 43. WO | I hate to admit it, but I give up on my work when things go wrong. | | | | |
| 44. ET | People can be trusted no matter what they have to win or lose. | | | | |
| 45. CS | Even if I know how to do something, I find it hard to teach someone else. | | | | |
| 46. T | I would not mind being friends with a person whose father or mother was in trouble with the law. | | | | |
| 47. SR | You can't be expected to make a success of yourself if you had a bad childhood. | | | | |
| 48. OC | Women who decide not to be mothers are not doing what they should. | | | | |
| 49. KMR | If my friend lends me money, he should wait until I pay it back and not ask for it. | | | | |
| 50. I | Most people are better liked than I am. | | | | |
| 51. SC | I would only give a large sum of money to medical research on cancer if I knew they would find a cure in my lifetime. | | | | |
| 52. WO | I seldom get behind in my work. | | | | |
| 53. ET | If a man in government isn't honest, he won't get elected more than once. | | | | |
| 54. CS | It is hard to talk to someone you don't know. | | | | |
| 55. T | I don't think I could be close friends with a crippled person. | | | | |
| 56. SR | Luck decides most things that happen to me. | | | | |
| 57. OC | Women should not be elected to top government positions. | | | | |

| | | Agree Strongly | Agree a Little | Disagree a Little | Disagree Strongly |
|---|---|---|---|---|---|
| 58. KMR | If a salesman is very nice to you, you should try to buy something from him. | ⬭ | ⬭ | ⬭ | ⬭ |
| 59. I | My life is pretty empty. | ⬭ | ⬭ | ⬭ | ⬭ |
| 60. ET | There is no way to decide ahead of time whom you can trust. | ⬭ | ⬭ | ⬭ | ⬭ |
| 61. SC | If I felt strongly about something, like race relations or better medical care for the poor, I would only work for it if there was a chance things could be changed quickly. | ⬭ | ⬭ | ⬭ | ⬭ |
| 62. WO | I tend to go from one thing to another before finishing any one of them. | ⬭ | ⬭ | ⬭ | ⬭ |
| 63. ET | You can be sure people will be honest with you if you are honest with them. | ⬭ | ⬭ | ⬭ | ⬭ |
| 64. CS | In a discussion, I often find it hard to understand what people are striving to say. | ⬭ | ⬭ | ⬭ | ⬭ |
| 65. T | Hippies should not move into neighborhoods where there are mostly older people and young children. | ⬭ | ⬭ | ⬭ | ⬭ |
| 66. SR | The main reason I'm not more successful is that I have bad luck. | ⬭ | ⬭ | ⬭ | ⬭ |
| 67. OC | Schools should not let new methods of teaching, like TV and tapes, take up too much time in school. | ⬭ | ⬭ | ⬭ | ⬭ |
| 68. KMR | If you're a guest in somebody's home and make a phone call that only costs about a dollar, you don't have to offer to pay for it. | ⬭ | ⬭ | ⬭ | ⬭ |
| 69. I | I can't seem to keep people as friends for very long. | ⬭ | ⬭ | ⬭ | ⬭ |
| 70. SC | It's not really my problem if my neighbors are in trouble and need help. | ⬭ | ⬭ | ⬭ | ⬭ |
| 71. WO | I often don't finish work I start. | ⬭ | ⬭ | ⬭ | ⬭ |
| 72. CS | I do not mix well with other people. | ⬭ | ⬭ | ⬭ | ⬭ |
| 73. T | It would bother me to work for a person whose skin color is different from mine. | ⬭ | ⬭ | ⬭ | ⬭ |
| 74. SR | Someone often has to tell me what to do. | ⬭ | ⬭ | ⬭ | ⬭ |
| 75. OC | I would like to talk to other students all over the world by way of satellite. | ⬭ | ⬭ | ⬭ | ⬭ |
| 76. KMR | If you buy a sweater with a tag saying "cannot be returned", and it turns out to be too small, you would insist that the store take it back. | ⬭ | ⬭ | ⬭ | ⬭ |
| 77. I | I'm acting like something I'm not a lot of the time. | ⬭ | ⬭ | ⬭ | ⬭ |
| 78. ET | Never depend on anyone if you can help it. | ⬭ | ⬭ | ⬭ | ⬭ |

| | | Agree Strongly | Agree a Little | Disagree a Little | Disagree Strongly |
|---|---|---|---|---|---|
| 79. SC | Time you spend helping others get what they want would be better spent trying to get what you want. | | | | |
| 80. WO | I often leave my homework unfinished if there are a lot of good TV shows on that evening. | | | | |
| 81. ET | Nobody really wants to cheat another person out of something. | | | | |
| 82. CS | I often forget to listen to what others are saying. | | | | |
| 83. T | I would not make friends with a person who had very different manners from mine. | | | | |
| 84. SR | When things go well for me, it is usually not because of anything I myself actually did. | | | | |
| 85. OC | Men should be able to train themselves for jobs usually held by women, such as elementary school teacher, nurse, and telephone operator. | | | | |
| 86. KMR | It's all right that a policeman takes a little better care of those stores where the owner gives him a tip once in a while. | | | | |
| 87. I | I never know what I'm going to do next. | | | | |
| 88. SC | It is much more satisfying to work for your own good than to work for the good of a group you belong to. | | | | |
| 89. WO | I believe in working only as hard as I have to. | | | | |
| 90. ET | If a person is on trial in court, the decision will be fair no matter what kind of family he comes from. | | | | |
| 91. CS | It is hard to speak your thoughts clearly. | | | | |
| 92. T | I would rather not live in a neighborhood where there are people of different races or skin color. | | | | |
| 93. SR | I feel very uncomfortable if I disagree with what my friends think. | | | | |
| 94. OC | Children cannot be happy staying in day care centers while their mothers are at work. | | | | |
| 95. KMR | If you're in a hurry in a store, others should be willing to let you get ahead of them. | | | | |
| 96. I | I change the way I feel and act so often that I sometimes wonder who the "real" me is. | | | | |
| 97. ET | There are more good people than bad people. | | | | |
| 98. SC | I would not like it if they used some of my tax money to keep up a park that I never use. | | | | |

| | | Agree Strongly | Agree a Little | Disagree a Little | Disagree Strongly |
|---|---|---|---|---|---|
| 99. | WO It's more important for a job to pay well than for a job to be very interesting. | ⬭ | ⬭ | ⬭ | ⬭ |
| 100. | ET If you can trust a person in one way, you know you can trust him in all ways. | ⬭ | ⬭ | ⬭ | ⬭ |
| 101. | CS It is not hard to give a talk in front of other people. | ⬭ | ⬭ | ⬭ | ⬭ |
| 102. | TI would not mind working closely on a job with a person whose skin color is different from mine. | ⬭ | ⬭ | ⬭ | ⬭ |
| 103. | SR It is best to agree with others, rather than say what you really think, if it will keep the peace. | ⬭ | ⬭ | ⬭ | ⬭ |
| 104. | OC I wouldn't like it if a lot of girls my age become lawyers, engineers, and business managers. | ⬭ | ⬭ | ⬭ | ⬭ |
| 105. | KMR People who work for the city should not have to pay traffic tickets because they already do so much for the city. | ⬭ | ⬭ | ⬭ | ⬭ |
| 106. | I Nobody likes what I'm really like. | ⬭ | ⬭ | ⬭ | ⬭ |
| 107. | SC If there is only one copy of a book everyone wants to read, the person who gets it first should be able to keep it as long as he wishes. | ⬭ | ⬭ | ⬭ | ⬭ |
| 108. | WO Very often I forget work I am supposed to do. | ⬭ | ⬭ | ⬭ | ⬭ |
| 109. | CS I am not good at describing things in writing. | ⬭ | ⬭ | ⬭ | ⬭ |
| 110. | T I wouldn't like to spend the weekend in the home of a friend whose parents don't speak English. | ⬭ | ⬭ | ⬭ | ⬭ |
| 111. | SR I don't know whether I like a new outfit until I find out what my friends think. | ⬭ | ⬭ | ⬭ | ⬭ |
| 112. | OC If we limit the amount of money people can earn, we take away some of their freedom. | ⬭ | ⬭ | ⬭ | ⬭ |
| 113. | KMR Your friends should be willing to lend you anything you want. | ⬭ | ⬭ | ⬭ | ⬭ |
| 114. | I I am not really accepted and liked. | ⬭ | ⬭ | ⬭ | ⬭ |
| 115. | SC If a sign in a park says " Do not pick the flowers - They are here for all to enjoy", you can pick a few if you have a good personal reason. | ⬭ | ⬭ | ⬭ | ⬭ |
| 116. | T If I had a choice, I would prefer a blood transfusion from a person of the same skin color as mine. | ⬭ | ⬭ | ⬭ | ⬭ |
| 117. | OC If we don't encourage women to work, we are seriously reducing what the country could accomplish. | ⬭ | ⬭ | ⬭ | ⬭ |
| 118. | SC A person is responsible only for the happiness of his family, relatives, and close friends. | ⬭ | ⬭ | ⬭ | ⬭ |

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